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ABSTRACT

The Administrative Leadership Institute offered a Leadership Institute, Regional Group Meetings, and online support to administrators of adult basic and literacy education programs in Pennsylvania. The program was developed following a needs assessment that gathered information from administrators in the state. The Leadership Institute, held in Philadelphia, drew 49 administrators from 37 agencies to workshops on 6 topics (managing change, creating a professional development plan, task and process balance, planning for technology, team building, and conflict and feedback skills) to inform participants' practice through situational learning activities. Regional groups built on the work of the Leadership, Institute and were facilitated by one of the administrators from the region who had attended the Institute. Results from two self-evaluation surveys completed by the participants demonstrated changes in their practices and beliefs in the direction of use of situational learning activities that encouraged participants to examine topics in light of their own practice. In addition, the project provided a sense of community for practitioners who have traditionally been working alone. The project concluded that professional development is most effective when it happens over time; that professional development should encourage reflection; that professional development should recognize different learning styles; that it should foster community; and that it should validate professionals as professionals. (Curriculum for the workshops is included in this report.) (KC)

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The Administrative Leadership Institute Project

Section 353, Project # 099-99-9020

by

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and

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Fiscal Year 1998-99

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Rose M. Brandt, Executive Director

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Abstract Page

Grant Recipient:
The Mayor's Commission on Literacy
1401 John F. Kennedy Blvd., Suite 1040
Philadelphia, PA 19102
215-686-4400 (voice)
215-686-4417 (fax)

Project Name: The Administrative Leadership Institute

Grant Allocation: $ 69,879

Project Period: July 1, 1998 to June 30, 1999

Project Director: Rose M. Brandt, Executive Director

Project Purpose: The Administrative Leadership Institute project was to provide professional development to administrators of adult basic and literacy education programs from across Pennsylvania. The project offered a Leadership Institute, Regional Group Meetings, and on-line support throughout the project. A Needs Assessment was conducted to collect information on subjects the administrators wanted to focus on in the Institute. The Leadership Institute was held in Philadelphia and provided workshops on six topics to inform participants' practice through *situational learning activities* (workshop exercises that encourage participants to reflect on their administrative practice through analyzing real workplace experiences). Regional Groups built on the work begun in the Institute and were facilitated by one of the administrators from the region who attended the Institute. On-line support was provided through a project listserv which encouraged administrators to engage in electronic discussions of subjects such as diversity and administrative policy.

Topics for Regional Groups were selected by the participants and support was provided by the regional Professional Development Centers (PDCs) or by the MCOL.

Project Outcomes: The Administrative Leadership Institute project served 49 administrators from 37 agencies across the state with an intensive 3-day professional development institute as well as follow-up regional group meetings and on-line support. The participants completed two self-evaluation surveys (Practices and Beliefs Survey). Results from these two surveys indicated that there was a change in responses observed from the first and second survey. Participants indicated significantly greater change in areas addressed through the project than those not addressed.

Impact:. One of the primary mechanisms employed by the project planners to gauge the overall impact of the project was a Practices and Beliefs Survey that was administered at the beginning and end of the project. A analysis of the responses to this survey indicated that administrators had shown a change in their beliefs. The Practices and Beliefs Survey, Institute session evaluations, and the final Institute project evaluation also indicated that administrators felt engaged in the Institute's use of *situational learning activities* which encouraged participants to examine topics through the lens of their own practice. A large number of administrators who participated in the Institute expressed a willingness to take part in future activities which would make use of the same kind of model of professional development. Finally, administrators who have traditionally been faced with the challenge of working in geographical isolation were, for the first time, able to network, form connections, and share ideas.

Product(s)/Training(s) Developed: The MCOL developed a total of six (6) workshops including: Managing Change, Creating a Professional Development Plan, Task/Process Balance, Planning for Technology, Team Building, and Conflict/Feedback Skills. The Institute project also included Regional Group activities which were conducted during the institute and within each of the state's six professional development regions. When

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groups met regionally, some of the topics they explored were Effective Communication in the Workplace, Managing Change, Communication Training, Team Building, and Diversity. On-line activities included an agency website which provided participants with general information about the Institute and a listserv which was designed to foster conversations about issues important to administrators.

Products Available: Administrative Leadership Institute Binder and Final Report.

Project Continuation and/or Implications: The project was a one year project. It becomes important that there are regular opportunities for professional development for administrators that happen on a state wide basis.

Conclusions and Recommendations: Through the Administrative Leadership Institute project, the MCOL faced the challenge of meeting the professional development needs of a previously under-served group, administrators in adult literacy agencies. One of the key strengths of the Administrative Leadership Institute project was its emphasis on critical reflection as a vehicle for personal and professional growth. Administrators commented on the appropriateness of this technique and stated that, methodologically, reflection on practice supports existing state-sponsored initiatives for program improvement. Using a Needs Assessment allowed for topics to emerge from the group thus allowing the participants' needs and voices to become the focal point in designing and planning this project's activities. The project offered a highly customized professional development opportunity. The MCOL offers the following conclusions and recommendations:

- Professional development is most effective when it happens over time.
- Professional development should encourage reflection.
- Professional development works best when it recognizes different learning styles
- Professional development that fosters community is important, especially when individuals work in relative isolation.
- Professional development that includes self-assessment helps individuals to chart change over time.
- Professional development that creates an environment that validates participants as professionals is essential.

Administrative Leadership Institute Project Final Report

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Introduction

From July 1, 1998 through June 30, 1999, the Mayor's Commission on Literacy (MCOL) developed and implemented an Administrative Leadership Institute project to respond to the professional development needs of administrators statewide, provide leadership, and support state initiatives. The project was conducted under Section 353 of the Federal Adult Education Act for improving the quality of services to practitioners and learners. Specifically, the MCOL organized an Administrative Institute and follow-up activities to address the objective of: SECTION B: PROFESSIONAL DEVELOPMENT, 6. Professional Development Administrator Institute.

The purpose of the Administrative Leadership Institute project was to provide administrators of programs funded by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education (PDE/ABLE) with an intensive professional development opportunity that would include an Institute focusing on six self-selected areas, ongoing support of participants through Regional Groups, and on-line support. Through an initial assessment, administrators chose the following six workshop areas for the Institute: Managing Change, Creating a Professional Development Plan, Task/Process Balance, Planning for Technology, Team Building, and Conflict/Feedback Skills. Regional Groups selected topics for further study that were of interest to them. The listserv was a forum both for the ongoing exchange of ideas and for more focused exchanges around selected topics.

Through the Administrative Leadership Institute project, the MCOL built upon the solid research done on reflective paradigms to create administrator-specific activities called *situational learning experiences*, which called upon administrators to rethink their professional

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suppositions and closely investigate their administrative strategies. Drawing from information gathered from the institute application the project planners were able to create activities that mimicked actual work scenarios. Using the examples to stimulate learning allowed for the development of highly contextualized events called *situational learning experiences.*

Jack Mezirow's work was particularly useful in informing this project because it foregrounds the role of critical reflection in the professional discourse of the field of adult literacy. Mezirow argues that critical reflection often leads to dramatic forms of personal and professional growth because it leads one to regularly question the nature of one's daily practices and the underlying assumptions that shape an individual's behavior. Mezirow suggests that everyone benefits from investigating the deeply embedded assumptions that would remain fixed in one's daily routine if they were not dislodged by a carefully directed course of critical reflection (Mezirow, 1998).

Agency History

The Mayor's Commission on Literacy (MCOL) was formed in 1983 charged with supporting literacy activities throughout Philadelphia. The provision of professional development services is consistent with that charge. The MCOL has a substantial history of implementing the type of reflective, experience-based model of professional development that the Administrative Leadership Institute project built on. From 1992 through 1998, the Philadelphia Professional Development Center (PHLPDC) activities funded by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education (PDE/ABLE) and coordinated by the Mayor's Commission on Literacy have provided ongoing professional development opportunities for adult literacy practitioners. As the MCOL's professional development center, the PHLPDC has had five years of experience in the development and planning of a *Leadership Management Training Series*, three years of involvement in the coordination of a citywide community planning effort which supports cross-training service networks, six years of support and development for practitioner inquiry on a regional level, and three years of support for the statewide practitioner inquiry initiative (Pennsylvania Adult Literacy Practitioner Inquiry Network). The MCOL participated in the development of the statewide Program Evaluation Design Inquiry Group in 1997-98 and was a key participant in the core group for that project.

In addition to the various professional development activities offered through the PHLPDC, the MCOL has shown leadership in presenting innovative concepts for professional development on a local, regional, and national stage. Since 1996, under a state ACT 143 grant, the MCOL has coordinated the Technology and Literacy Project, which provides technological assistance to sites and a variety of technology workshops. Since 1986, the MCOL has hosted a day long technology conference that attracts local, state, and national presenters and participants. Since 1994, the MCOL has developed, implemented, and coordinated a site coordinator training for volunteers interested in starting adult literacy programs as well as for coordinators of professionally staffed agencies. For five years, the MCOL has been a partner in the National Institute for Literacy's *Equipped for the Future* project and, for two of those years, has conducted a national institute for practitioners in adult education who are involved in the development of national standards.

The Administrative Leadership Institute project worked within the context of the state initiative for program improvement and professional development for administrators. It built on the Educational Quality for Adult Literacy (EQUAL) initiative to help administrators determine how to effect the changes needed for improved program planning and practice. The project also addressed issues of capacity building and provided opportunities for self-reflection, problem-solving, team-building and networking. Overall, participation in the project assisted administrators in linking state initiatives to more effective program planning and professional development.

Administrators within the field of adult literacy have few opportunities to examine their own practices and reflect on adult education issues in a way that promotes self growth and improved leadership skills, nor do they have many chances to exchange ideas with peers about issues important to programs throughout the state. The 1998-99 Administrative Leadership Institute, its regional follow-up sessions, and Internet component provided those opportunities for exchange and interaction.

The audience for the Administrative Leadership Institute project was made up of administrators from PDE-funded agencies throughout the state who serve as key decision-makers in their organizations. All of the participants in the project possessed the level of authority they needed to be truly effective and facilitate improvements in their programs.

Timeframe

Summer 1998	The initial Institute materials were created. A comprehensive statewide mailing list was created. The MCOL sent "Save the Date" notices to administrators throughout the state. The organizing staff at the MCOL began work on the Institute Brochure, Needs Assessment, and Institute Application and started the process of organizing a participant database. A website providing information on Institute design, activities, and accommodations was created.
Early Fall 1998	Data were collected as the completed applications were returned to the MCOL. Agency staff identified facilitators with experience

	leading sessions relating to the 6 areas that administrators had identified as priorities in their applications and leaders for the regional groups.
Winter 1998	Administrators gathered at the Penn Tower Hotel in the University City section of Philadelphia for the Institute's opening event. A total for forty-nine administrators attended representing 37 agencies from across the state of Pennsylvania. Each of the administrators present attended six workshops on the following subjects: Creating a Professional Development Plan, Task/Process Balance, Conflict/Feedback, Managing Change, Planning for Technology, and Team Building. Administrators also attended four regional group meetings while they were in Philadelphia to begin planning for the follow-up meetings that were planned for the spring. During the first of these regional sessions, administrators completed the first of two Practices and Beliefs Surveys.
Early Spring 1999	Regional Groups held two follow-up sessions in their areas. A number of administrators began to use the project's listserv and a focused conversation on the subject of "diversity" was initiated by Sophie Bronstein who served as the listserv's "guest host" for three weeks.
Late Spring 1999	MCOL staff collected data from the second Practices and Beliefs Survey (See attachment - Analysis of the Practices and Beliefs Survey) and the final Institute project evaluation. Administrator responses were entered into a database and an analysis was undertaken. The results of this analysis are included in the report and the data are included as attachments to this report. The MCOL collected feedback from regional group participants and facilitators and evaluated the information (See attachment - Results of Participant Evaluations of the Administrative Leadership Institute).
Summer 1999	The MCOL staff completed the Administrative Leadership Institute project Final Report.

Key Staff

The Administrative Leadership Institute project was overseen by Rose Brandt, Executive Director of the MCOL. Diane C. Inverso, the MCOL's Director of Education was responsible for achieving the goals of the project. Kevin P. Brady, Technology Coordinator, oversaw the development of materials, website, and listserv and assisted in various project activities. Jim Landers, Public Relations Director, coordinated public relations efforts and the organization and dissemination of Institute materials. Isabel Vazquez, the MCOL Bookkeeper, was responsible for maintaining fiscal records and financial reporting related to the project. Terry Martell, Communications Assistant, managed the database and developed materials and fliers to promote project activities. The MCOL also contracted with eleven trainers from the Philadelphia area to facilitate each of the subject-specific sessions offered during the institute and six regional facilitators to plan and coordinate the regional activities. Pennsylvania has six regional professional development centers. All six PDCs supported the Administrative Leadership Institute project and helped to support the activities of the regional groups. In addition, the MCOL supported the regional activities by coordinating the efforts of regional group leaders with the resources available through the local PDCs. The MCOL also sustained communication with each regional leader and PDC representative through electronic communication (fax, email) and telephone conversations. These communications revolved around issues such as identification of topics, presenters, local resources, and general planning for the regional activities.

Audience for this Report

The report can be used in four ways: by individuals and groups who wish to study and implement the information to improve an organization's effectiveness in the area of staff development. It might also be used by program staff who are working to develop a knowledge base on the subject of effective professional development. The report might be used as a tool to guide groups at the national, state, and local levels in their analysis and strengthening of current staff development efforts. Finally, information from this report would also support recommendations for program improvement and help to inform the design and implementation of an annual individual professional development plan for those in leadership positions.

Report Dissemination

This project will be disseminated through the following means:

The Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education Programs
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717-787-5532

AdvancE State Literacy Resource Center
PDE Resource Center
333 Market Street
Harrisburg, PA 17126-0333
Phone: 800-992-2283

Permanent copies of this report will be filed by these organizations.

Statement of Problem

Too often, administrators in adult literacy agencies work in isolation. Pennsylvania is a large, mainly rural state and administrators in one section of the state may have no direct connection with their counterparts in other regions. Distance alone presents a formidable obstacle which even the most dedicated administrators must struggle to overcome, and there are few opportunities for administrators to gather together and focus exclusively on issues relevant to their professional development as administrators and managers. The Administrative Leadership Institute project was designed to create an environment in which administrators would be able to discuss issues of importance with colleagues from across the state and to solidify these connections through directed follow-up support.

Goals and Objectives

Goals	Objectives
Build leadership skills that help administrators effectively address the state priority for program improvement	**Administrators will examine their practices, individually and collectively,** to analyze differences in leadership styles and their effects on program improvement. • Each participant will complete a Needs Assessment, two surveys of beliefs, and two inventories of practices, and will participate in Institute activities designed to stimulate critical thinking about needs, beliefs, and practices. – ***Objective met*** • Each participant will receive materials on the state priority for program improvement, and those materials will be discussed during the Institute. – ***Objective met.*** Participants will work in teams to facilitate brainstorming and problem-solving around program improvement issues. • Schedule and facilitate group discussion time during workshop sessions and regional meetings. –***Objective met.*** • Record and disseminate ideas that reflect leadership in program improvement. – ***Objective met.***
Establish a reflective approach to administration through *situational learning experiences.*	Use real agency issues and problems to illustrate the six topics that will be explored during the Institute. • Include situational learning experiences in all sessions of the Institute. – ***Objective met.*** Develop a format that encourages sharing among administrators.

	- Create session designs that support focused dialogue among administrators. – ***Objective met.***
Strengthen the statewide network of administrators.	Improve communication within regions. - Form six regional groups and facilitate meetings. – ***Objective met.*** - Use Needs Assessment to create agendas that respond to regional concerns. – ***Objective met.*** - Elicit support from the six state Professional Development Centers and the State Literacy Resource Center in meeting the specific needs expressed by members of the regional groups. – ***Objective met.*** - Reserve space on the Web site for regional information. – ***Objective not met (see explanation in "Challenges" section).*** Offer group activities that allow for interaction of administrators from across the state - Organize six workshops at the Institute. – ***Objective met.*** - Present one optional evening session on an issue of statewide interest. – ***Objective not met (see explanation in "Challenges" section).*** - Offer PAACE session. – ***Objective not met (see explanation in "Challenges" section).*** Stimulate ongoing communication via the Internet. - Establish and maintain World Wide Web site. – ***Objective not met (see explanation in "Challenges" section).*** - Establish and maintain an administrators' listserv. – ***Objective met.*** Disseminate Institute highlights to a statewide audience.

	- Design and implement a session for PAACE. – ***Objective not met (see explanation in "Challenges" section).*** - File a final report. – ***Objective met.*** - Submit an article to *What the Buzz?* – ***Objective met.***

Procedures

During the months of July and August 1998, the MCOL project staff reserved lodging and conference space for Institute participants and began compiling a comprehensive database/mailing list. The MCOL staff fused records from each PDC region of the state and sorted out records relating to program administrators. These records were then transferred to a single master list that ensured that MCOL mailings would go to the largest group of administrators possible. Project staff developed a "Save-the-Date" notice that was mailed to every administrator on the master list.

Program staff compiled an Administrators' Institute Brochure/Application Form and developed criteria for selecting applicants. The brochure gave important Institute dates; the location of the December gathering; a description of the intended audience, directions for completing the application; the deadline for the submission of completed applications; a description of costs to be covered by the MCOL; a brief description of the project's listserv; and preliminary information about the Regional Groups. The Application Form consisted of the following five sections: (See attachment - Administrators' Institute Brochure/Application Form)

A. General Information - This section gathered general information about the applicant (i.e., name, address, organization, phone number). Questions were included to help determine who would be interested in facilitating a regional group and to help identify if there were any special needs for potential participants.

B. Description of Applicant's Background - This section of the application was designed to determine the level of experience potential participants had accrued in the field of adult literacy. Throughout the application, the Institute's organizers placed a great amount of emphasis on the requirement that all participants in the Institute project be leaders in their organization who serve in a decision-making capacity. In two cases, applicant responses to this section did not match the selection criteria, and the Institute organizers made the decision not to accept these applicants for participation in the Institute.

C. Needs Assessment - Perhaps the most important section of the Institute application was the needs assessment. This section of the Institute application was designed to solicit paragraph-length responses to a number of open-ended questions. The Questions included in the Needs Assessment were:

- Why did you sign-up for this Institute?
- What are some characteristics of a good administrator?
- What practices inhibit administrators from being effective?

The responses to each of these questions were analyzed by MCOL staff and grouped according to reoccurring themes. The aggregated information was maintained in a database. For example, if a respondent expressed the opinion that good communication skills were essential to effective program administration, the keyword "communication" would be highlighted within the text. After project staff had collected all of the responses to the needs assessment section of the application, the number of keywords were tallied. The keywords or "characteristics" which appeared in great numbers, were culled to construct the Practices and Beliefs Survey which participants completed at the December gathering (See attachment - Data from Needs Assessment).

D. Session Selection - The application also included a section that gave administrators the opportunity to choose the subject matter for the workshops in which they would participate during the December gathering. The Session Selection section of the application included a total of 12 topics drawn from the MCOL's experience in designing professional development for managers over the last five years. The topics were arranged in two categories. The first six topics were labeled "Conceptual" to indicate that they were reflective in nature, meant to encourage administrators to examine their professional suppositions and to closely examine their administrative strategies. The final six topics were labeled "Topic-Specific" because they were designed to impart specific information in a relatively straightforward manner while encouraging administrators to learn from the experiences of their colleagues. The topics offered in this section were:

Conceptual

- Leadership Styles
- Diversity
- Team Building
- Communications
- Task/Process Balance
- Managing Change

Topic-Specific

- Creating a Professional Development Plan
- Personnel Policies
- How to Work With a Board
- Planning for Technology
- Conflict and Feedback Skills
- Managing Stress

All of the topics offered in this section were identified through information collected through the PHLPDC's five years of experience facilitating the Management Leadership Training.

Administrators were asked to choose three sessions from both the "Conceptual" and "Topic-Specific" categories. The topics which received the greatest number of responses were:

Conceptual	Topic-Specific
Team Building	Creating a Professional Development Plan
Task/Process Balance	Planning for Technology
Managing Change	Conflict and Feedback skills

These top three choices in each category became the topics for the Institute. Topics were also incorporated into the characteristics used in the Practices and Beliefs Survey.

E. Signatures - The last section of the Institute project's application consisted of spaces for the signatures of the applicant and their program director (in some cases these would be the same individual). Above the space set aside for the signature of the applicant was a brief description of the responsibilities and commitments expected of all Institute participants and a statement that indicated all signatories must agree to comply with these obligations.

In the space set aside for the program director's signature was a brief statement indicating that program director understood that the applicant would be sharing information about professional experiences with other administrators and that he or she would be obligated to attend two follow-up meeting in his or her region. This section also included as statement verifying that the applicant was a member of an Act 143 or 322-funded ABLE bureau program.

The information from this form played an important role in the design of the Institute. Information on the length of time that administrators had been working in the field, where they were located geographically, how their agencies were funded, and whether or not administrators would be willing to serve as regional group facilitators helped in understanding who the audience for the workshops would be, how to organize heterogeneous groups, and who to approach about regional facilitation. Information about administrators' roles in their agencies and previous training and professional development again provided additional information on the audience to inform the workshop planning and also helped in the selection process, assuring that participants were in decision-making roles in their agencies.

The Needs Assessment asked three questions, why the individual was interested in participating the project, what they thought were characteristics of a good administrator, and what factors they thought got in the way of an individual's being an effective administrator. The information from the first question was used in the process of selecting participants. The final two questions provided information that was used on the Practices and Beliefs Survey. Through analyzing the data from these two questions, staff identified administrator characteristics that occurred repeatedly. These were included in the survey, which is discussed in more detail below.

The Session Selection portion was a continuation of the Needs Assessment process. The six topics that applicants selected became the basis of the workshop sessions for the Institute. The workshops were then designed based on the applicants' expressed needs. It also be came important that the workshops offered activities in various ways to appeal to a wide range of learning styles. Customizing the workshop sessions in this way made sessions that were very dynamic, appealing, rich, contextualized, and very responsive to the participants' needs. The exchange of information followed in many ways in the sessions with members of the group learning from each other as well as the facilitator. The process also helped the administrators to validate and question their beliefs and practices as a professional.

Signatures were required from the prospective participant and from his or her supervisor. This was to ensure the commitment of the individual and the agency to open participation in the project.

When completed applications arrived at the MCOL, the project staff developed a database to track participant information. As stated above, this information was used to select participants, to select workshop topics and inform workshop planning, to identify regional facilitators, and to develop a Practices and Beliefs Survey.

Fifty-one applications were received and 49 individuals were accepted into the project. The two individuals who were not selected were not in leadership positions in their agencies.

All of the workshop facilitators received aggregated data from the Institute project's application before the December gathering so that they could begin the planning process. This data gave the facilitators a solid indication of the needs of administrators in the field of adult literacy, and helped them to customize their workshops and select appropriate supporting materials and resources.

Staff also identified individuals to serve as the facilitators for the regional groups (See attachment - Regional Facilitator List and Job Description) and identified workshop facilitators who had experience with the subject matter that the administrators had chosen and having well-established reputations in the training community. (See attachment - Overview of Workshop Areas, Presenter Bibliographies and Job Descriptions)

The Practices and Beliefs Survey (See attachment - Evaluation Tools) items were selected from administrators' applications for the Institute, the Needs Assessment and the Session Selection as described above. The survey included the factors that were cited most frequently in administrators' discussions of what makes or interferes with an administrator's effectiveness. These characteristics were: Communication, Fairness, Interpersonal Skills, Leadership, Listening, Motivating Others, Openness, Organization, Team Building, and Vision. The survey also included the six most popular topics that administrators selected for professional development in Session Selection portion of the Institute application. Administrators were asked to reflect on how well they felt they integrated these characteristics into their practice. They were asked to score themselves on each characteristic by placing an "X" on a continuum ranging from "1," too little; through "5," just right; to "9," too much. The underlying assumption of this survey is that balance is important. What constitutes balance varies for individuals, tasks, and situations. For example, vision is very important in providing leadership in an agency. However, acting based only on vision could have serious negative consequences in dealing with day-to-day realities and acting with too little vision could leave an agency unprepared to cope in a changing environment. Responses to the surveys were kept confidential; however, participants wishing to receive personalized information on their pre- and post-project surveys could do so if they offered to waive their anonymity.

Project staff created an Institute Website with links to related sites of interest to administrators (e.g., MCOL Site, ABLE Site, and ABLE Net). This enabled administrators to become engaged in the professional development activities as soon in the year as possible, before the actual Institute had begun. The Institute Website (See Binder Section -

Supplementary Materials) contained information on the overall structure of the Institute; directions to Philadelphia; information on food and lodging; directions for subscribing to the Institute Listserv; and links to sites of interest to administrators.

Project staff worked with topic and regional facilitators to develop the content and process for their Institute sessions. Workshop presenters met regularly throughout the Institute to compare notes and revise sessions as needed. Project staff visited the regional meetings and helped clarify and facilitate the process as needed.

The Institute, which ran three days, consisted of six workshop sessions (on the subject matters chosen by administrators in their applications), and four regional planning sessions. At the beginning of the Institute each participant was asked to complete a Practices and Beliefs Survey. All participants also received an Institute binder (See Binder Section) that included the following:

- a description of all Institute sessions;
- timelines for Institute activities;
- brief biographical sketches for each of the workshop facilitators;
- information for navigating the city including local points-of-interest, eateries, theaters, etc.;
- a floor plan of the conference space;
- handouts and supplemental materials for each of the workshops;
- a guide to Internet resources for administrators;
- and "Next Steps."

The "Next Steps" section was organized to provide participants with a clear description of follow-up activities scheduled for the remainder of the year and a list of regional contacts. (See Binder Section - Next Steps)

Each of the workshops ran three hours in length and was facilitated by one or two individuals with expertise in that area. Each session was offered six times during the course of the Institute to groups consisting of seven to nine administrators. The Institute organizers felt that groups of this size were small enough to allow for a high level of interaction and to promote learning and networking more effectively than larger cohorts would. Administrators remained in the same workshop group throughout the Institute and spent a total of three days with the same individuals. Because the workshop groups were regionally heterogeneous, these groupings served to raise administrators' consciousness about issues that their colleagues were facing in other parts of the state and to promote the sharing of resources and ideas. The "Conceptual" sessions were designed to foster a reflective approach to administration through the use of *situational learning activities*. These workshops were designed to be highly interactive, process oriented, and discussion-driven. The "Topic-Specific" workshops were designed to focus more specifically on particular subject matter but would also include opportunities for discussion and reflection on practice.

The regional sessions averaged thirty to forty-five minutes and were led by the selected regional facilitators who had proven leadership skills. These initial regional meetings at the Institute allowed administrators from each region to become better acquainted and to begin planning their regional follow-up activities. Administrators who were willing to serve as regional leaders participated in the institute and helped to make the link between the activities that took place in Philadelphia and those that took place after the institute in various regions. The responsibilities of these regional group leaders included facilitating regional meetings at the Institute, interacting with their local PDCs to organize follow-up workshops and identify resources, playing a role in the facilitation of these regional sessions, and working with the MCOL to organize logistical issues during the late winter and spring of the year (See attachment).

At the conclusion of the Institute, participants handed in evaluations on the overall institute and for each of the individual sessions (See attachment - Evaluation Tools). Evaluations gathered information about how well the project met the participants' needs and expectations (See attachment - Results of the Participant Evaluations of the Administrative Institute). It also asked what aspects of the project were the most and least successful. Participants used this form to share how their participation in this project impacted them.

The subject matter covered in the follow-up regional sessions was selected by the members of each region and proved to be diverse and engaging. Some of the topics selected for the regional group meetings grew out of the workshops offered at the Philadelphia Institute; however, a few of the sessions dealt with entirely new subjects identified by the regional groups themselves. The subjects the regional groups chose to focus on were Effective Communication in the Workplace; Managing Change; Communications Training; Team Building; Technology Challenges; and Diversity. Not all of the regional meetings were subject specific, and some took the form of open-ended discussion on a given issue, rather than a formalized training. A few groups met to identify and plan the kind of professional development sessions they wanted for their next regional group meeting. There were also some clear trends in the topics that administrators selected in their regions. For example, Managing Change was chosen by two regional groups and was included as a session

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at the December gathering. This clearly indicates a significant level of interest among administrators about this subject. It was also became clear to the Institute Project's organizers that the content and structure of these sessions varied significantly from region to region, and that the character of the regional groups were as diverse as the administrators who made them up.

Regional facilitators were asked to collect evaluations (See attachment - Evaluation Tools) on each of the follow-up sessions. This proved to be difficult to collect, but the MCOL staff was able to gather some evaluations for the regional activities (See "Challenges" section). The administrators involved in the regional groups responded very positively to having the opportunity to work in a focused manner on topics that were of relevance to them.

Project staff applied to present on the project at the PAACE MidWinter Conference but their proposal was not accepted. (See "Challenges" section).

At the conclusion of the project, participants were asked to submit another Practices and Beliefs Survey for comparisons to the original. Surveys were mailed to all 49 participants and 28 responses were received. Accompanying the survey was a final overall evaluation of the project. Of the 49 evaluations sent out, 29 were returned. (See attachment - Evaluation Tools).

Positive Impact

One of the strategies MCOL staff developed at the beginning of the Institute was to cluster administrators in heterogeneous groups in which they would remain throughout the course of the three days. The conference organizers assumed that such groupings would enable administrators from geographically diverse backgrounds to communicate with each other, sometimes for the first time and to get to know each other over a period of time. The effectiveness of these heterogeneous groupings exceeded our expectations. When administrators emerged from their workshops, they often remained with their new acquaintances during meals -- talking animatedly about the subject matter of their sessions and discussing ways in which they might network in the future. During the initial stages of the Institute, administrators lamented the fact that they often feel isolated and are generally unaware of what other administrators in other parts of the state are doing. The 1998-99 Administrative Leadership Institute project was perhaps most successful in helping administrators take the first steps toward overcoming some of the barriers that inhibit networking and cross-state communication. The dedicated groups had the opportunity for members to bond and establish a trusting and safe community for learning and reflection.

Participants in the Administrative Leadership Institute project also made it clear that leaders in the field appreciate having a role in choosing the professional development in which they would participate. As one administrator commented, "I liked the fact that [the Institute] was geared towards administrators and focused on our needs." One participant remarked that the Administrative Leadership Institute was "one of the best opportunities for staff development that [I] had ever participated in." Administrators also seemed to find the reflective approach helpful. One administrator remarked that she "gained relevant information that will help not only with current issues, but [will serve] as a resource of knowledge that I can draw upon."

In planning the Institute, the MCOL drew upon the expertise of facilitators outside the field of adult literacy. The Institute's organizers wanted to make certain that the Administrative Leadership Institute built on the best expertise in the selected workshop areas that they could identify. They wanted to ensure that administrators would have an opportunity to look at their practice from a number of new perspectives. This approach seemed to work very well and administrators responded positively. One participant remarked: "the use of corporate trainers . . . in a new setting made the sessions really different" and that "the presenters had fresh ideas and engaged participants in relevant activities and discussions." Although most of the facilitators had not worked with an audience of adult literacy administrators in the past, the sessions were interactive enough that facilitators were able to work with administrators to establish relevant goals for each session.

One of the keys to the success of the Administrative Leadership Institute was the manner in which administrators were able to personalize their professional development experience. Too often professional development is presented as a series of boilerplate trainings that cover a variety of topics in a prescribed manner and are constructed long before the sessions themselves occur. The project planners at the MCOL made a conscious effort to avoid creating this kind of dynamic. From the initial stages of the planning process, the Institute's organizers made an effort to create the kind of professional development opportunity that was meaningful for administrators. Session planning showed a high degree of malleability and adaptability. The facilitators who led each of the Institute's workshops were keenly aware of the organizers' commitment to offering highly personalized workshops for Institute participants and showed a remarkable degree of ingenuity in restructuring their workshops throughout the course of the institute to meet the needs of different groups of administrators. Each of the workshops were, therefore, carefully designed to engender reflection on practice and to encourage sharing rather than being restricted by structures which might inhibit discourse.

Activities were also customized when administrators gathered in their regional groups at the Institute. The establishment of regional groups enabled small groups of administrators from all of the PDC regions to focus on subject matter of relevance to them and their programs. These groups exercised initiative by choosing topics for their sessions, and administrators continued the process of looking at subjects through reflection on practice. The regional groups also encouraged administrators to serve as leaders in their regions and to work with other administrators and their PDCs to determine the most appropriate areas for follow-up training and on-going dialogue.

Finally, the Institute project helped administrators to establish routines of planning and reflecting that they were able to integrate into their overall philosophy of leadership and blend into daily practice. The stresses of a fast-paced field can force administrators to become increasingly reactive and less able to entertain the kind of broad vision that is so essential for sustaining an agency or a program. One of the main goals of the Administrative Leadership Institute project was to help administrators to hone the kinds of techniques that would enable them to realign their focus and develop habits of strategic planning that would help them to increase their personal and professional effectiveness.

The Institute organizers had also planned to host an optional evening session that would take place at the gathering in December; however, the administrators themselves expressed an interest in doing something less formal. Almost half of the administrators who attended the Institute took an evening trolley tour of Philadelphia, and the tour turned-out to provide an ideal opportunity for continued informal networking and spontaneous conversation. In fact, a number of administrators mentioned that they appreciated an opportunity to interact with their colleagues in a relatively unstructured setting. The popularity of the trolley tour taught the Institute organizers a great deal. First of all, it communicated that a successful Institute must include some unstructured elements and that too intense a concentration on "content" can make an event seem a bit tedious. It also highlighted the fact that informal activities can be extremely good vehicles for establishing new contacts and facilitating the networking process.

Challenges

Although the 1998-99 Administrative Institute project was on the whole, an extremely successful project, a number of significant challenges did arise during the course of the project that prompted the planners to adjust their expectations and realign some of their priorities. The issues for concern that the project staff faced were:

- filling the designated 100 slots for the Institute,
- responding to technological glitches,
- maintaining contact with regional groups,
- presenting at PAACE, and
- selecting workshop facilitators.

The first task related to total number of Institute participants. During the formative stages of the Institute, MCOL staff had anticipated bringing approximately 100 administrators to Philadelphia. Actual attendance was forty-nine. While this number may initially seem disappointing, MCOL planners realized that the total number of administrators in the state was much smaller than the number of instructional staff and that an institute geared toward administrators alone would necessarily draw a smaller number of participants than a teachers institute, for example.

Another formidable task was technological. The Administrative Institute Listserv fell short of the planners' expectations for a number of reasons. Conventional wisdom indicates that listservs (electronic mailing lists focused around a single topic area or discipline) are usually not successful without a "critical mass" of subscribers. David Rosen, who moderates the very successful National Literacy Advocacy Listserv, sets this number at 250. Rather optimistically, the MCOL attempted to make the listserv work as a means of on-going communication and support for administrators who participated in the institute. Unfortunately, the total number of subscribers to the Administrator's Institute Listserv never reached even 25% of Rosen's magic number, and dialogue and interaction was sparse at best. There were also a number of purely technical problems with the listserv. For example, a number of administrators had changed their e-mail account information immediately after the December Institute, which made them unreachable. We also discovered that it would have been wise to integrate some form of listserv training into the Institute itself, because it became immediately clear that a large number of administrators had not used an electronic mailing list in the past and were not at all familiar with the medium.

In the early spring of the year, MCOL staff attempted to enliven the listserv by initiating discourse on the subject of "diversity." This discussion was led by Sophie Bronstein, a long-time MCOL facilitator and a recognized local expert on the subject. While the introduction of a guest moderator did spark some discussion on the listserv, participants were, generally speaking, the same five or six individuals. There was also some indication that some administrators were not aware of the listserv. Why this was the case is not clear since this was information that was provided at the December gathering and all participants were initially subscribed to the list. Also, some initial breaches of netiquette may have led individuals to unsubscribe from the list. Whatever the cause, one administrator remarked in her final evaluation "I frankly didn't know that there was a listserv or web page." If MCOL were to offer an on-line resource for administrators in the future, it would not be in the form of a listserv (unless, of course we could reach a larger number of subscribers).

As an alternative to an electronic mailing list, the MCOL has entertained the idea of creating a series of web-based activities that would allow administrators to set goals and measure progress toward their goals over time (this would be more like an electronic version of this year's Beliefs Surveys). Such an interface would theoretically run much more smoothly than the listserv because it would allow administrators to initiate contact and to sustain interaction themselves. Such an interface would also allow administrators to work in anonymity, without feeling some of the apprehensions associated with sharing sensitive information with a mass audience.

One purely technical problem made the maintenance of an Institute Website a significant challenge. When MCOL organizers were planning the Administrative Leadership Institute project, the agency was located at 1500 Walnut Street, a few blocks from the agency's new home at 1401 John F. Kennedy Boulevard. When the MCOL changed locations in the late summer of 1998, it became absorbed into the governmental telecommunications system. This transition caused a number of problems, one of which was a lack of Internet access. Although MCOL staff could receive and send email, they could no longer use File Transfer Protocol, the system that enables individuals to post web pages (in this case, updated web pages) to the Internet. The problem resulted in the Administrative Leadership Institute Website remaining relatively unchanged throughout the course of the Institute project. The Website became more of a mechanism for broadcasting basic project information and less of a dynamic platform for on-line professional development.

An other issue for Institute project staff faced related to the regional groups. Although MCOL staff remained connected with the regional group facilitators and helped to support their activities, the element of geographical distance seemed to play a part in making the MCOL's connection with the regional groups a bit less structured than the project organizers would have liked.

One challenge related to managing feedback from the regional groups. The evaluations that the MCOL circulated to the regional groups were relatively generic and could be applied to nearly any session. Although the Institute project staff initially believed this kind of generalized evaluative instrument would meet the needs of the regional groups, it soon became apparent that customized evaluations would have been much more useful since general questions usually elicit general answers.

MCOL staff had also planned to present a session at the PAACE conference as a means of sharing information about the Institute's accomplishments and showcasing some of the topics covered in December; however, our proposal was not accepted for inclusion in the 1999 PAACE Conference. Although the Institute project staff had initially planned for the PAACE session to form a significant dissemination follow-up component of the yearlong

Administrative Leadership Institute project, MCOL staff members were able to channel at least some of the activities planned for PAACE into the regional follow-up sessions.

During the initial stages of the Institute planning the project staff chose to select quality facilitators with a depth of experience in the subject-areas that administrators had identified in their Needs Assessment surveys. In the very early planning stages of the initiative, the conference organizers concluded that selecting facilitators who were not directly involved with the system of adult literacy in Pennsylvania would be wise because "external" facilitators would have the ability to bring a fresh perspective to discussion in the various workshops. Enticing top-notch facilitators presented a significant dilemma for the project staff. However, the MCOL had made numerous contacts over the years with exceptionally talented facilitators through the PHLPDC management group and was able to draw upon this resource. Many of the facilitators who participated in the Institute command very large fees when they deliver workshops in cooperate settings; nevertheless, many were willing to participated in the Administrative Leadership Institute at a substantially reduced fee. Administrators gave the facilitators for each of the workshops universally high marks and commented frequently about how useful it was to look at issues of administrative practice from a new perspective.

Evaluation

The Administrative Leadership Institute project used several evaluation tools. Individual workshop evaluations were conducted at the end of each workshop. Evaluations of Regional Group sessions that were held at the Institute were collected at the end of the three day event. An overall Institute evaluation was also provided at the completion of the three day Institute. A final comprehensive project evaluation was administered in the spring of 1999. The results and information for each of these evaluative tools were carefully analyzed (See attachment - Results of Participant Evaluations of the Administrative Leadership Institute).

The most clearly measurable data attesting to the success of the Institute Project came in the form of the second Practices and Beliefs Survey. This is the survey that administrators filled out in Philadelphia and then again at the end of the project. On it they evaluated their own effectiveness in sixteen areas critical to administrative practice. These areas included the following: Vision, Communication, Flexibility, Leadership, Interpersonal Skills, Managing Change, Conflict Resolution, Fairness, Openness, Organization, Team Building, Task/Process Balance, Ability to Motivate, Planning, Reflecting, and Acting. The MCOL paired first and second responses from each administrator to piece together a picture of overall change for each individual and trends for groups. An analysis of all the data collected from the Practices and Beliefs survey is included (See attachment - Analysis of the Practices and Beliefs Survey).

Project Dissemination

Information about the Administrative Leadership Institute project was disseminated throughout the course of 1998-99. An article on the Administrative Leadership Institute project also appeared in the MCOL's quarterly publication, *Read On*. That article included information on workshops presented, topics examined, and administrator reactions to various aspects of the project as well as a series of vignettes from administrators themselves collected during the course of the Institute. Dissemination also took place through the Institute Website and Listserv, both of which became operational immediately after the initial Philadelphia gathering.

An article on the Administrative Leadership Institute project appeared in *What's the Buzz?*, Pennsylvania adult education's professional newsletter, in which Diane Inverso, the MCOL's Director of Education described the design of the Institute project and discussed some of the feedback the Institute's organizers had received from participants. Inverso also described the Institute's use of *situational learning activities*, those elements of the project which encouraged administrators to look at topics through the lens of their own practices.

Dissemination of the final report of this project will be through the Bureau of Adult Basic and Literacy Education Programs, and AdvancE the statewide resource center for adult education and literacy.

Conclusions

When people think of leadership, generally they think of a particular person or set of behaviors. Often leadership is thought of as synonymous with a person in a position of formal authority. However, leadership needs to be a broad concept that is separated from individuals, roles, or discrete sets of individual behaviors within an agency. It needs to be embedded in the agency community as a whole. Such broadening of the concept of leadership suggests shared responsibility for a shared purpose of community. The key notion in this definition of leadership is about learning together, and constructing meaning and knowledge collectively and collaboratively. It involves, opportunities to surface and mediate perceptions, values, beliefs, information, and assumptions through continuing conversations: to inquire about and generate ideas together; to seek to reflect upon and make sense of work in the light of shared beliefs and new information; and to create actions that grow out of these new understandings. Such is the core of leadership.

The common professional development elements found in this initiative has been clearly stated in a *Journal of Staff Development* article (Guskey, 1997).

"Have a clear focus on learning and learners." The professional development efforts in this successful project centered primarily on issues related to learning and to the participants. Having a clear sense of the participants for this project was imperative to the projects' success. Using an application process that gathered learner needs experiences and interests helped focus the learning process.

"Focus on both individual and organizational change." Organizations will not improve unless teachers and administrators improve. Attention needs to be focused on the shared purposes and improvement goals that are the basis of all professional development. Continuous improvement becomes the norm for administrators as well as teachers and students. By using *situational learning experiences* administrators had opportunities to view and plan organizational changes as well as personal changes.

"Make small changes guided by a grand vision." The greatest success is consistently found when the change requires noticeable sustained effort but is not so massive that typical users need a coping strategy. The design of this project allowed for a year of professional development activities which fostered increments of learning at the selected time and locations of the participants.

"Provide ongoing professional development that is procedurally embedded." Professional development is an ongoing activity woven into the fabric of ever practitioner's professional life. By asking administrators to question their beliefs and practices many participants began to develop a sensitivity to their professional development needs. By embedding contextualized learning opportunities many administrators had the chance to recognize types of behaviors, discuss their effects and plan strategies corresponding to them.

Recommendations

Professional development is most effective when it happens over time. While isolated trainings and workshops may meet an individual's immediate needs, they do not generally provide an intensive, contextualized opportunity for professional development. Administrators who participated in the Administrative Leadership Institute project were able to continually consider how the workshops in which they were participating related to the everyday practice, and through the mechanism of the Practices and Beliefs Survey to chart their growth over time.

Professional development should encourage reflection. Perhaps the clearest message that administrators sent through their responses to the Practices and Beliefs Survey and the final Institute evaluation was that reflection on practice is a highly effective means of conducting professional development and planning for the future.

Professional development works best when it recognizes different learning styles. Learning is a highly individualized process, and the methodologies facilitators implement in workshops should take into account the tremendous diversity of learning styles. The project organizers at the MCOL were very careful to acknowledge this factor from the initial stages of the Institute and were, therefore, careful to balance "Conceptual" and "Topic-Specific" workshops. The MCOL also made certain that regional groups has as much freedom as possible to design their regional group sessions, and that regional group members were able to determine the style and subject matter that best met their needs.

Professional development that fosters community is important, especially when individuals work in relative isolation. Pennsylvania is a very large, primarily rural region. Adult literacy programs operate in every corner of the state, and administrators often work great distances from each other. One of the challenges the MCOL faced in organizing the Administrative Leadership Institute project was to create an environment in which administrators would have the opportunity to meet and interact with colleagues from different parts of the state. To expedite this process, the Institute's planners created regionally heterogeneous groupings of administrators that remained together through the course of the December gathering. The project's listserv and the MCOL's ongoing contact with the regional groups also helped to solidify ties between administrators. Also with the creation of the regional groups administrators had colleagues on a local level that they have developed professional ties.

Professional development that includes self-assessment helps individuals to chart change over time. The self-assessment element of the Administrative Leadership Institute project provided administrators with a tool for examining long-term growth and change. It is significant that well over 50% the administrators who participated in the Institute completed both parts of the Practices and Beliefs Survey and that more than 30% requested that the results be sent to them at the end of the project. The enthusiastic response of administrators to this element of the project emphasizes the value of providing individuals involved in a form of intensive professional development with sound tools for self-analysis.

Professional development that creates an environment that validates participants as professionals is essential. Generic trainings are not as meaningful to administrators as those that take into account their needs. Administrators in the field of adult literacy are, very often, seasoned professionals who have a clear enough understanding of themselves and the environment in which they work to play a significant role in planning their own professional development. Throughout the Administrative Leadership Institute project, the MCOL has worked to build-in opportunities for administrators to voice their input. From the Needs Assessment at the beginning of the project, to the interaction with the regional groups and PDCs toward the end, the project organizers at the MCOL worked to make certain that administrators were deeply involved in project design.

Administrative Leadership Institute Project

Attachments

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Analysis of the Practices and Beliefs Survey

Analysis of the Practices and Beliefs Survey

Overview of Survey

Purpose and Use of Survey

The Practices and Beliefs Survey is an instrument that was used at the beginning of the Administrative Leadership Institute (Survey One) and at the end of the project (Survey Two). Its purpose was to determine the relationship between the practices of respondents and their beliefs about certain characteristics of administrators. It was also designed to provide information on the effectiveness of the Administrative Leadership Institute Project. Finally, it served the role of encouraging administrators to reflect on their own practice at the beginning and end of the project. The surveys were coded by number for anonymity. However, administrators who chose to receive their own pre- and post-project results were asked to include their names in the final survey, which allowed for the matching of numbers with names. Fifteen (54%) of the administrators who responded to the second survey asked for their pre- and post-project results.

Process of Developing the Survey

The Survey was developed based on information from the applications. This information was taken from two sources. On the Needs Assessment, prospective participants indicated areas that they would like to have addressed in the Institute. These topics were listed on the Practices and Beliefs Survey. The application also included two open-ended questions, one that asked administrators to indicate those characteristics that they thought led to effective management and one that asked them to name what they thought interfered with effective management. An analysis of respondents' replies to these two questions (See xx) identified key terms that occurred most frequently in the respondents' writings. These additional key terms were also included in the Practices and Beliefs Survey.

Structure of the Survey

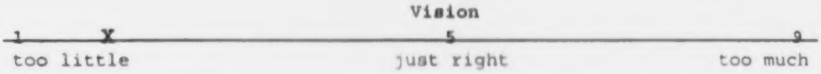
Each characteristic included in the Practices and Beliefs Survey was represented on a continuum. Project participants were asked to indicate how well they felt they integrated a given characteristic into their own practice by placing an "X" on the line at the appropriate point. The following is an example of one item from the survey and how possible scores on surveys one and two might be interpreted.

How Survey Items Were Presented
This is how the item appeared on the form.

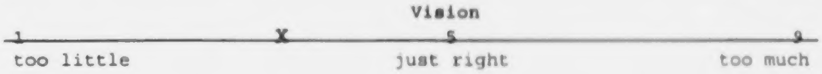
Vision

1	5	9
too little	just right	too much

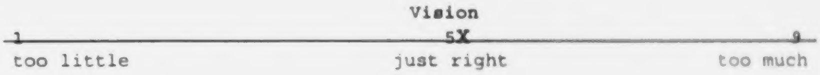
Possible Score on Survey One for Respondent "A"
This score would indicate that Respondent "A" felt that he integrated "too little" vision into his practice.



Possible Score on Survey Two for Respondent "A"
This score would indicate that Respondent "A" still felt that he integrated "too little" vision into his practice but that he thought he had made some progress toward aligning his beliefs and practices as reflected in movement in the direction of "just right" or balance.



A Score that Indicates Balance or That Integration is "Just Right"
This score would indicate that the respondent felt that she had a balanced integration ("just right") of Practices and Beliefs related to this characteristic.



Underlying Assumptions

In looking at the results of the survey for purposes of project evaluation, it is important to keep several underlying assumptions in mind.

- Skills or attitudes are not necessarily good or bad in and of themselves. Rather it is the alignment of practices and beliefs related to these skills and attitudes, or balance, that is important.
- Balance is relative to situations and individuals. An example of the importance of balance related to the characteristic "vision" used in the body of the report points out that an administrator who integrates "too much" vision might be ill-equipped for day to day issues and one with "too little" vision might not prepare an agency for inevitable changes.
- Effective managers can have very different styles and discovering what works or does not work is each manager's individual challenge.
- Examining and reflecting on the relationship between beliefs and practices is central to effective administration. This is especially true when discussing professional development because practices are not going to change if beliefs do not.

- Exposure to a topic creates a level of sensitivity. Initially, that can lead to a feeling of dissonance that could be reflected in a wider perceived gap between practices and beliefs.

- Taking a reflective approach to one's practice raises overall sensitivity so that changes might be seen in areas that are not necessarily being addressed directly.

- Differences of any kind, whether toward balance or away from it are positive first signs of change. Over time, and with support, for example through professional development, there will be change in the direction of balance.

It is important to note that there was no underlying assumption that every manager would want to change in every area or that they should change in every area. The Practices and Beliefs Survey was set up to allow administrators to indicate that they felt their integration of practices and beliefs was "just right" in areas in which they felt this was the case.

Factors to Be Considered When Looking at Results

It is important to keep in mind that change in self-evaluation scores over time could be the result of a variety of factors such as increased sensitivity, heightened awareness, a more reflective approach, or increased skills in a given area. A few examples might make this clearer.

> An administrator might feel the need to develop skills in a given area and, as a result, score herself "too little" on the first survey. After participating in project activities, she might have developed skills and feel that her beliefs and practices are better aligned but not quite where she wants them. She could record a score that is closer to the center of the continuum, closer to "just right," but still on the side of "too little."
>
> Another individual might think he has fully integrated a characteristic into his practice and record a score of "just right" on the first survey. After participating in project activities, he might come to understand the complexities of the topic and score himself "too much" on the second survey.

A change in results from the first to the second survey could also reflect the impact of interacting with peers. While initially the respondents were answering from their own perceptions, working with their colleagues provided them with information on how others deal with situations. Comparison of one's own practice with that of others could lead to a change in evaluation of how one integrates a characteristic into practice.

Another important consideration to keep in mind when looking at the evaluation information from the Practices and Beliefs Surveys is that the instrument was not intended to collect data in precise quantifiable units and therefore the continuum is not precisely calibrated. Rather, the intention was to evaluate the project in more qualitative ways, using data from the surveys to help in identifying trends and as a lens for participants to use in viewing and assessing themselves in this process.

A challenge of drawing conclusions from the survey results is that the "n" (number of respondents) is small. However, working with a relatively small sample is not as much of an issue in qualitative analysis as it would be if the analysis were strictly quantitative. There were a total of 49 participants in the project. Of these, 46 completed initial surveys and 28 (56%) returned their second survey. However, there were only 24 cases where the information from surveys one and two constituted matched pairs (cases where both the first and second survey were filled in completely). Given that the surveys were filled out anonymously, the MCOL had no means for following-up with individuals on the second surveys. However, the information obtained provided rich data for the intended analysis to show trends and stimulate further thought on professional development.

Data and Analysis

Selection of Areas to Be Addressed

Data:

Looking at the selection of the six areas for the Institute, it stands out that the areas chosen were in the top 10 (out of a total of 16) in terms of lack of balance on the Practices and Beliefs Survey. One area, "communication," which was shown to be the "least balanced," was not selected for the Institute. Interestingly, two-thirds of this information on "communication" came from one regional group. However, "communication" was selected as an area to pursue in two of the follow-up regional activities including a follow-up workshop in the region in which "communication" scored as particularly challenging. Note that while "flexibility" was the characteristic that was most out of balance on the Practices and Beliefs Survey, it was not presented in the Selection Section of the application and therefore could not be chosen as an area to address through the project. (See xx Process of Developing the Survey, above.)

Analysis:

From the selection of areas to be addressed in the Institute, it appears that administrators chose to address ones that were challenging for them. The scores for the selected areas from the initial survey showed them significantly further out of balance in terms of distance from "just right," 19% further, than areas not addressed. It is difficult to understand why, "communication" which seemed to be the most challenging area, was not chosen for the Institute. One possible explanation is that the selection process was done in isolation from one's peers whereas the survey was done in a group setting. The effect of the setting could have caused "communication" to emerge as a challenging area as individuals began to discuss and compare issues. Another possible explanation is that individuals had been through communications training through some other projects and felt that other areas of training might offer a new learning opportunity for them.

Overall Change and Movement Toward Balance ("just right")

Data:

On self-evaluations, from the first and second surveys, participants indicated significantly greater change in areas addressed through the project (78%) than in those not addressed (61%). There was also significantly more movement toward balance (140% more) for the areas that were directly addressed in the project.

The selected areas are shown as more challenging in terms of initial survey scores of "just right." The number of participants who perceived their practices and beliefs to be balanced, "just right," on the first survey was 19% lower for the selected areas than for areas that were not selected for the Institute. However, on the second survey, the discrepancy was even greater with the ranking of balance of practices and beliefs for addressed areas as "just right" being 31% lower than the ranking of other areas.

The area "communication" was identified as a challenging area but was not selected to be part of the Institute workshops (see discussion above). However it was selected as an area to pursue in two Regional Focus Groups. For this area, there was significant change, the fifth highest overall. But the change was in different directions and therefore showed no overall movement toward balance, "just right."

On the other hand, "organization," which the self-evaluations showed as the area most out of balance, was not the focus of any project activities. Never the less, it showed greater movement toward balance than the average movement for the areas that were addressed. Also, flexibility, another area that was shown to be well out of balance in the initial survey but was not addressed in project activities, showed the greatest movement toward balance of any area.

Analysis:

The change in scores and movement toward balance between practices and beliefs on certain characteristics presents some interesting issues. The data gathered from initial and follow-up Practices and Beliefs Surveys support some of the assumptions presented in the beginning of this section. As suggested above, exposure to a topic creates a level of sensitivity that can initially lead to a feeling of dissonance as individuals become more aware of the issues involved and become more reflective regarding their performance in these areas. This dissonance would most likely be reported as less balance between practices and beliefs. Perhaps then, in the first steps in development, the important factor might simply be change without consideration of the direction of the change.

Comparing the results of the first and second surveys for areas addressed in the Institute, it is interesting that there are both significantly more individuals who indicated greater movement toward balance and, at the same time, significantly more individuals who indicated "just right" in the first survey but moved away from "just right" in the second survey. Here again, the assumption that, initially, what might be important is change, seems to apply. If this assumption is correct, then for those individuals who initially scored themselves as "just right," the only possible manifestation of change would be movement away from "just right." The data also support the assumption that in time, and with support such as professional development, change will be in a positive direction, in this case, movement toward balance.

One explanation of the great change in "organization" and "flexibility," even though they were not directly addressed might be that, even though a given area was not addressed directly, it might have been embedded in another area that was addressed and therefore change in "organization" and "flexibility" could have been the result of participation in project activities. A second possible explanation for these changes is that, as a result of the Institute, project participants were in a professional development mind set and, on their own, addressed areas that were not specifically addressed in the project.

Perceptions of the Nature of Discrepancies Between Practices and Beliefs

Data:

Overwhelmingly on both surveys, the direction in which administrators reported being off balance was in the direction of "too little" of a characteristic rather than "too much." For the selected areas, almost three times as many respondents on the first survey felt they were off balance in the direction of "too little" while for the areas not selected, the relationship was slightly over twice as many on the side of "too little" versus "too much."

In the second survey, scores of "too little" dropped significantly for both selected and not selected areas. However, there was a significant difference in the way these changes were represented. In the areas that were addressed, there was an increase in the number of "just right" ratings and the ratings of "too much" stayed constant. For the areas not addressed, there was only one additional "just right" score on the second survey and a significant increase in "too much" ratings.

In the first survey, the areas scored as out of balance in the direction of "too much" were "fairness," "flexibility," and "openness." In the second survey this changed somewhat. "Fairness" and "flexibility" appeared even further out of balance. "Openness" was only slightly out of balance in the direction of "too much," and two new areas, "interpersonal skills" and "task/process" were scored as off balance in the direction of "too much."

About the same ratio of individuals who started at "just right" also ended there (slightly under half) for both the areas addressed and those not addressed. However, individuals more frequently changed their scores from "too little" or "too much" to "just right" for those areas not addressed by the project.

Also, on both surveys, there was a slightly lower number of individuals who felt "just right" for the areas selected than for those that were not.

Analysis:

Regarding perceptions of the nature of discrepancies between practices and beliefs, it is not clear why administrators mainly rated themselves as having "too little" integration of a characteristic in their practice. One possibility is that they were in the mode of thinking of characteristics as being inherently good. For example, the assumption might have been that "leadership" is always good. The survey, however, was designed to encourage respondents to think in terms of the fact that there might be times when it would be better to give up some amount of "leadership," for example, to foster team building. If respondents did think of the characteristics as good in themselves, then they might have been acting on the adage that you cannot have too much of a good thing.

Why there was a significantly higher rating of "too much" of a characteristic for those areas not selected raises interesting questions. As stated above, a misinterpretation of the survey might have involved seeing scores between "6" and "9" as progressively getting better rather than getting further away from balance, which was represented by a score of "5." (While the question has been posed of whether the instrument was misinterpreted, overall analysis of the information from the survey does not suggest that it was.)

One interesting factor is that five of the six areas that were most frequently rated "too much" were areas that emerged from the respondents own answers to the open-ended questions about characteristics of an effective administrator. The fact that, for these areas that were not addressed by the project, the second survey scores moved further out of balance in the direction of "too much," suggests that they were problematic from the start. The assumptions stated above support the idea that a reflective professional development approach is likely to lead to changes even in areas that are not addressed directly. Also, as stated above, an area that appears not to have been addressed might be embedded in an area that was addressed.

The fact that, for those areas that were addressed, scores on the second survey showed a decrease in ratings of "too little," an increase in ratings of "just right," and no change in the number of ratings of "too much" supports the idea that the activities conducted through this project led to positive changes in the balance between practices and beliefs for participants.

It is interesting to note that the characteristics that were rated on one or both of the surveys as out of balance in the direction of "too much" ("fairness," "flexibility," "openness," "interpersonal skills," and "task/process") all seem to fall in the category of soft skills, perhaps varied aspects of "interpersonal skills." It appears that administrators feel they are going too far in the direction of accommodating staff members. It would be interesting to have some anecdotes to illustrate, for example, what administrators consider examples of "too much" "fairness." It would also be informative to know what they feel the negative impact is of this lack of balance, for example, of being too fair, flexible, or open.

The consistency on ratings of "just right" from survey one to survey two both for areas that were addressed and for those that were not, suggests that administrators were clear in their self-perception in these areas. Also, it appears that they did not experience any dissonance in these areas as a result of their reflective process and therefore still remained comfortable with their integration of these characteristics into their practice at the end of the project.

It seems self-evident why respondents to the survey ranked themselves "just right" less often in areas that they chose to address in the Institute. If they had felt that the relationship of their practices and beliefs was "just right," they would not have selected the area for their professional development.

Summary

The data gathered from the Practices and Beliefs Surveys provided rich information on the impact that the Administrative Leadership Institute project had on participants. The tool also served to raise a number of issues that would be worth further exploration.

The instrument itself was challenging. It was an error in design to include the numbers "1," "5," and "9" on the continuum. While there is no way to know the impact that these had, they contradicted the idea of the mid-point, labeled "5," as being the ideal. Also, future use of this

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instrument would include more thorough training to assure that it is being interpreted properly.

A review of scaling techniques indicates that this instrument is relatively unique. Unlike commonly used instruments (Lickert, Guttman, and bi-polar scales), the values given to the characteristics on the Practices and Beliefs scale are those of each respondent rather than being values predetermined by the designers of the instrument.

Because the scores were related to factors outside the instrument, it would have been helpful to have additional, possibly anecdotal, information from the respondents. This information, as discussed above, might have included what respondents saw as the relationship of the characteristics. For example, did they see vision and acting at opposite ends of a continuum or did they see vision as a necessary precursor to action. Is organization on the same continuum as acting? How does it relate to flexibility? Can leadership and team building be operative at the same time or must one decrease for the other to increase?

Not only would answers to these questions provide additional information for project evaluation, they would serve as excellent questions to support the reflective process of professional development central to this project.

Results of Participants' Evaluations of the Administrative Leadership Institute

Results of Participant Evaluations of the Administrative Leadership Institute Project

Pennsylvania State Administrators Institute Project Evaluation

At the conclusion of the project each participant was mailed a final evaluation to complete for the project. Twenty-nine evaluations were returned. Participants were asked to select aspects of the project which they felt were most successful and least successful. Project planners were also interested in knowing whether participants felt that the project had met their needs and how they rated the project overall. The following graphs show the participants' evaluation of the project.

Workshop Evaluation

Six sessions were offered at the Administrative Leadership Institute. The areas addressed were Conflict/Feedback, Creating a Professional Development Plan, Managing Change, Task/Process Balance, Team Building, and Planning for Technology. The following graphs show the participants' evaluations of individual session. This feedback was collected at the end of each session. A score of "5" indicated "excellent" and a score of "1" indicated "poor."

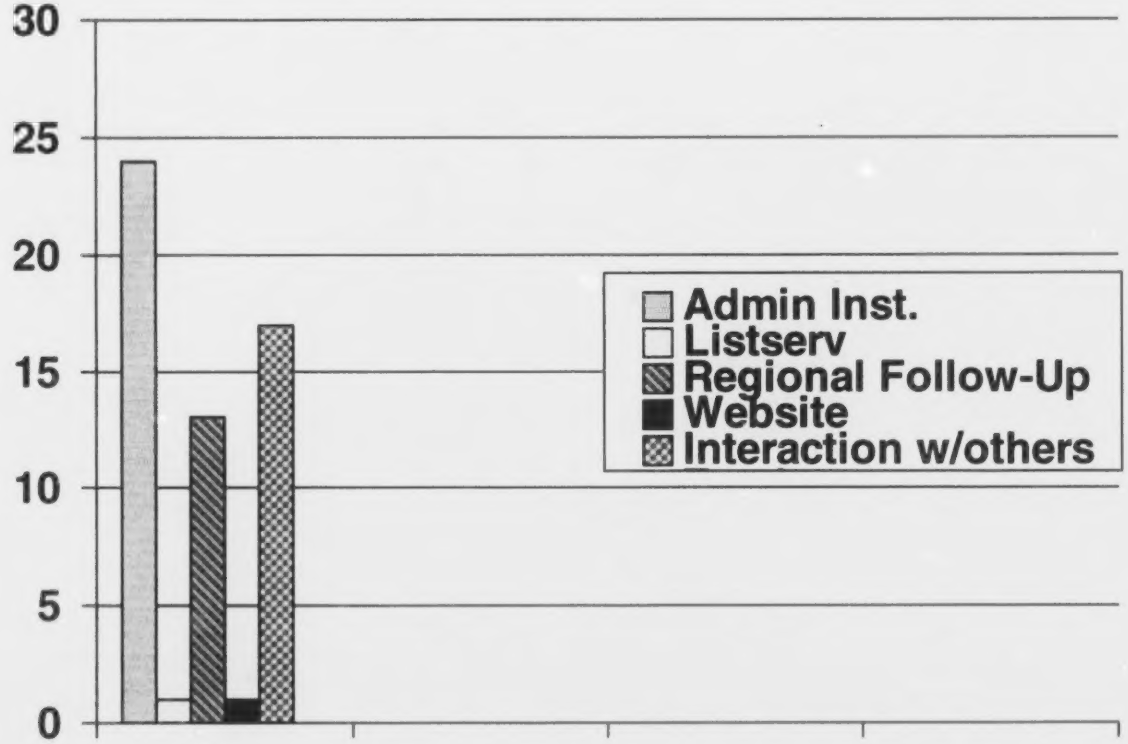
Overall Institute Evaluation

At the conclusion of the Institute, participants handed in evaluation on the overall Institute. This evaluation form was returned at the end of the 3-day event. The following graphs show the participants' evaluation of the Institute. A score of "5" indicated "excellent" and a score of "1" indicated "poor."

Regional Group Session Evaluation

At the conclusion of the Institute, participants were asked for feedback on the regional group sessions that occurred at the three day event. A score of "5" indicated "excellent" and a score of "1" indicated "poor."

Which aspects of the project were the most successful?



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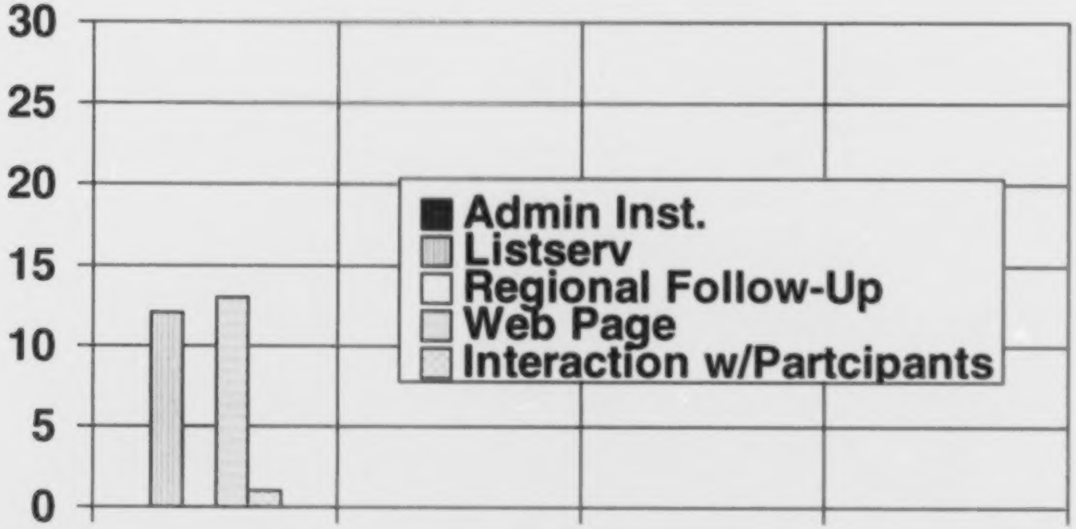
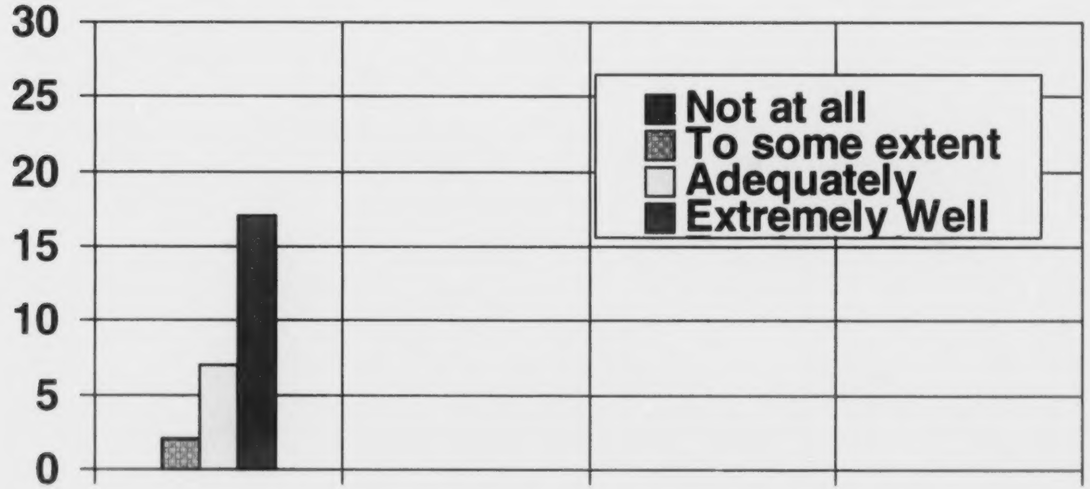
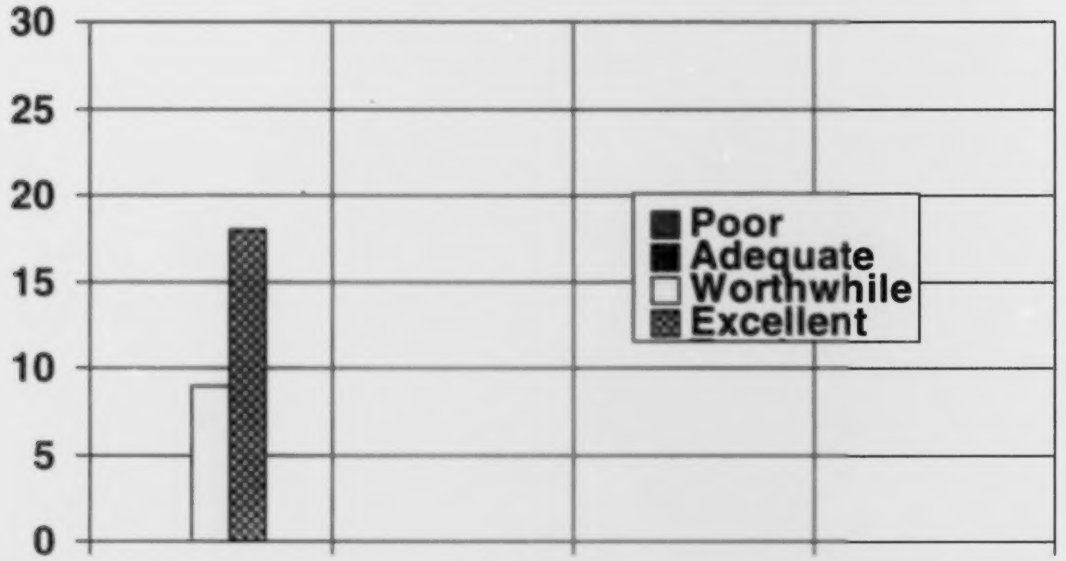
What aspects of the project were the least successful?



How well did the Administrative Institute meet your needs / expectations?



Please rate this project overall



Workshop Evaluation

Conflict and Feedback Topic Session

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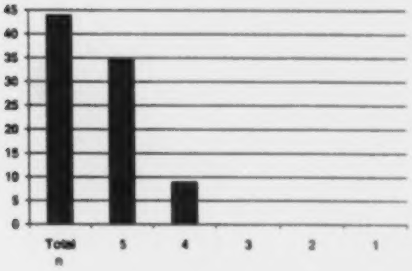

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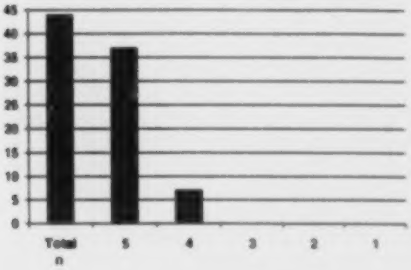

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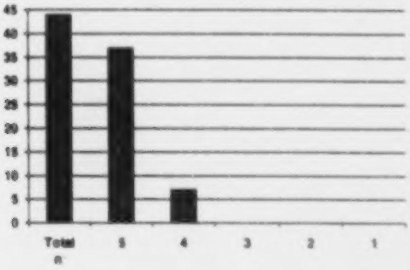

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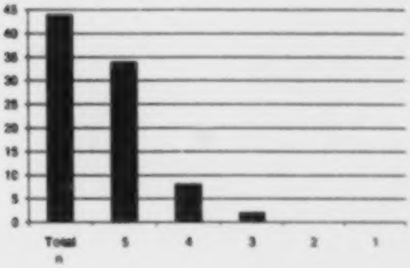

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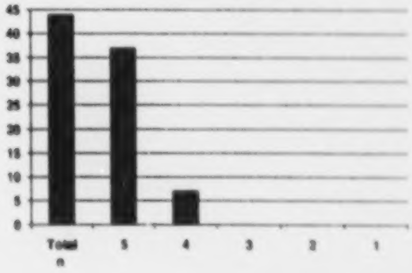

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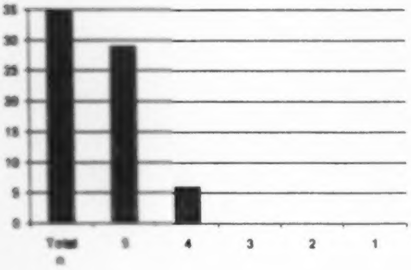
Creating a Professional Development Plan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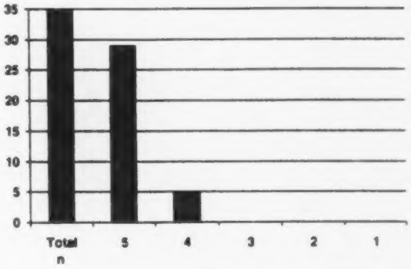
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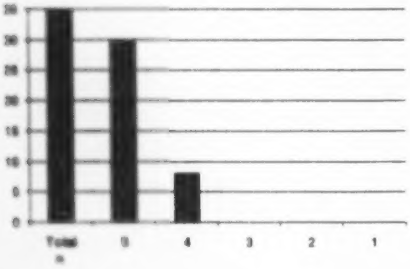
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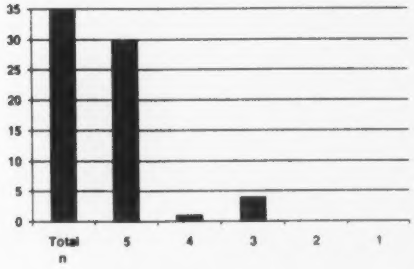
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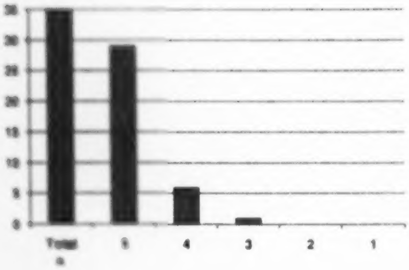
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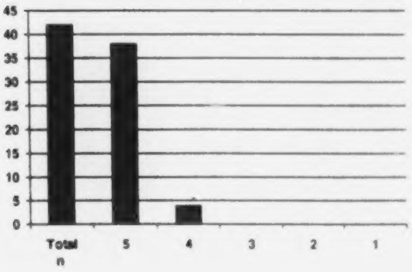
Managing Change Topic Session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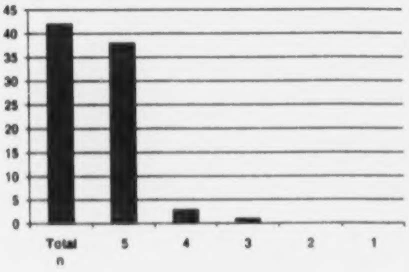
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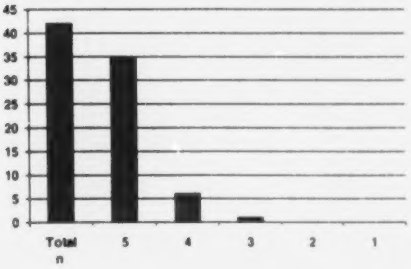
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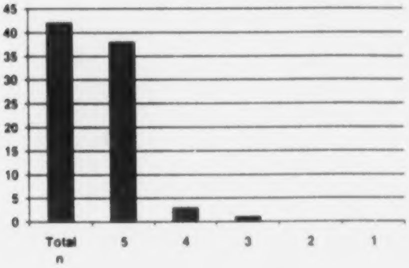
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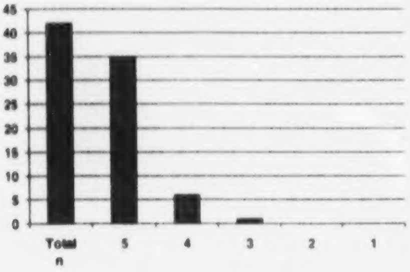
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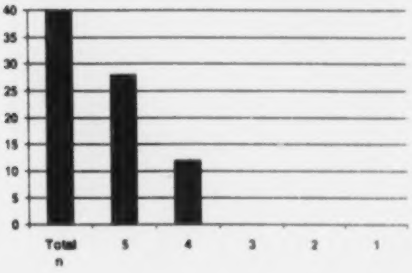
Task/Process Balance Topic Session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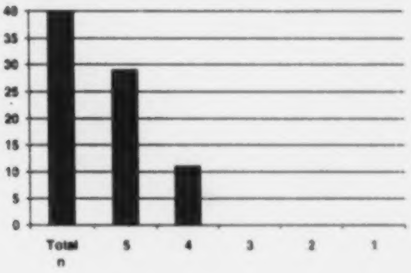
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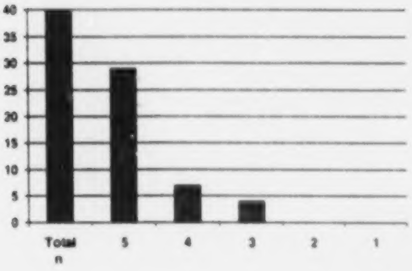
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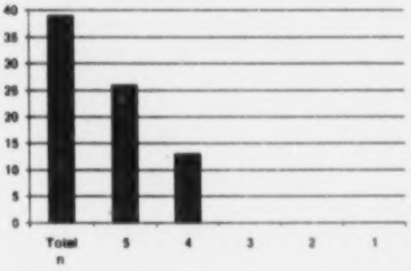
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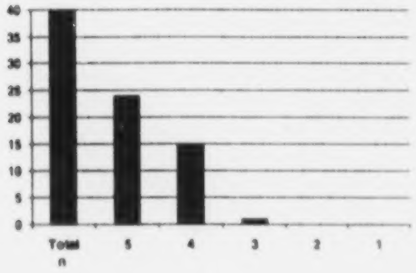
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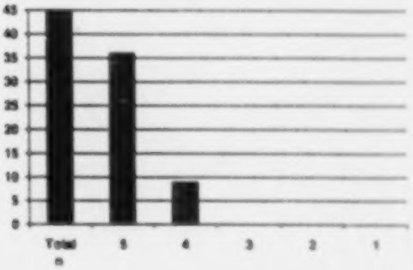
Team-Building Topic Session

IMPORTANCE OF TOPIC



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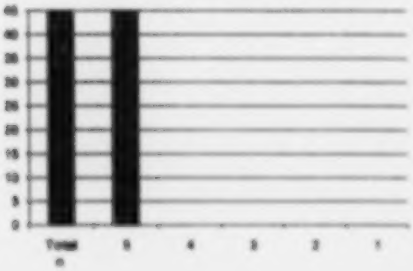

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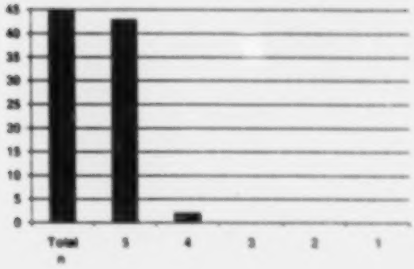

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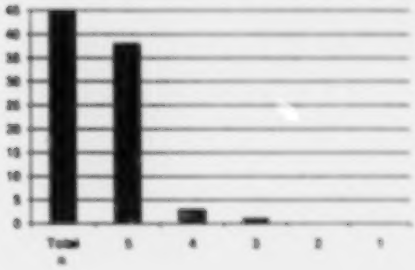

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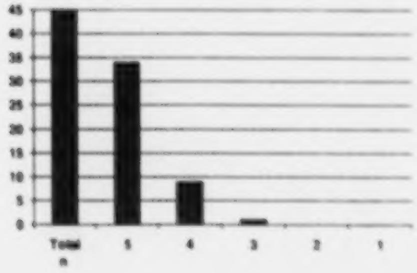

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Planning for Technology Topic Session

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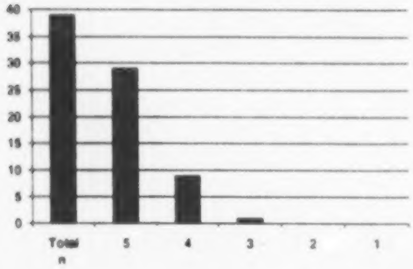

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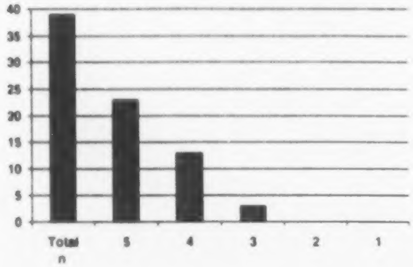

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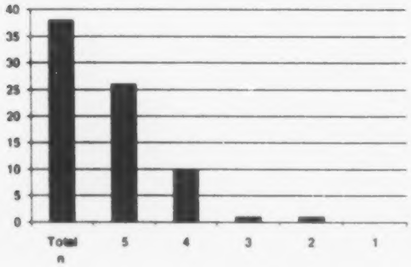

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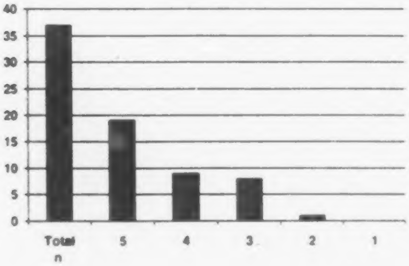

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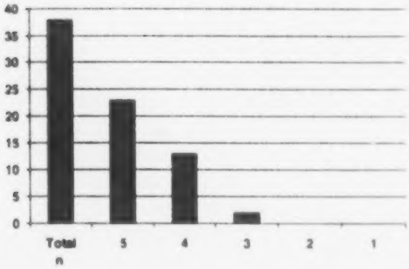
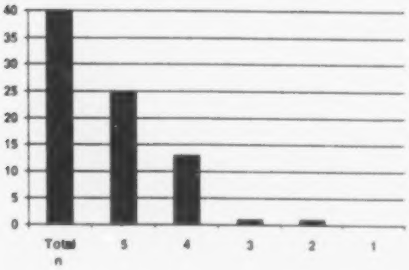


Overall Institute Evaluation

Overall Institute Evaluation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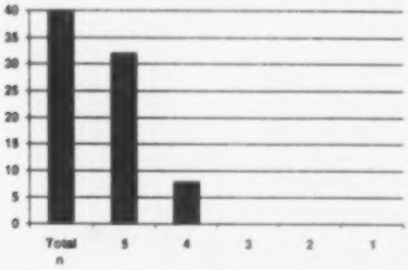
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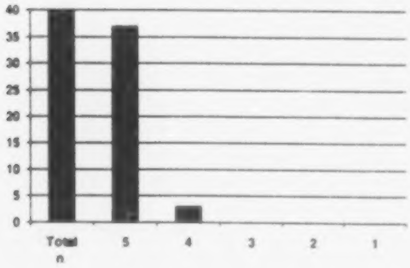
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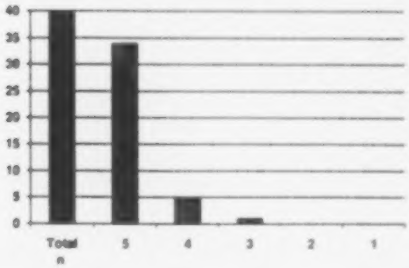
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Regional Group Session Evaluation

Regional Sessions

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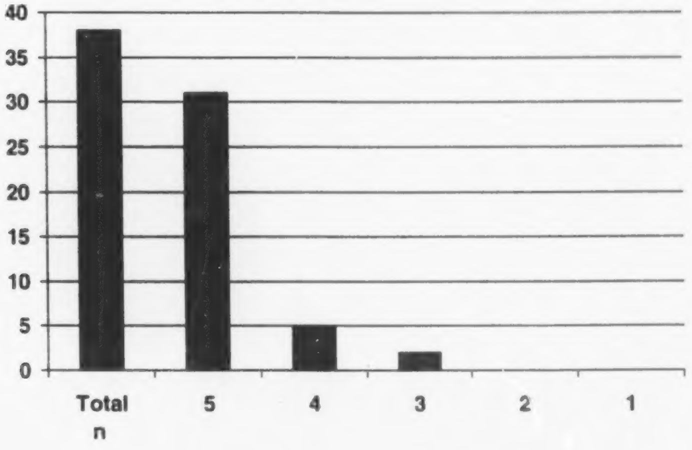

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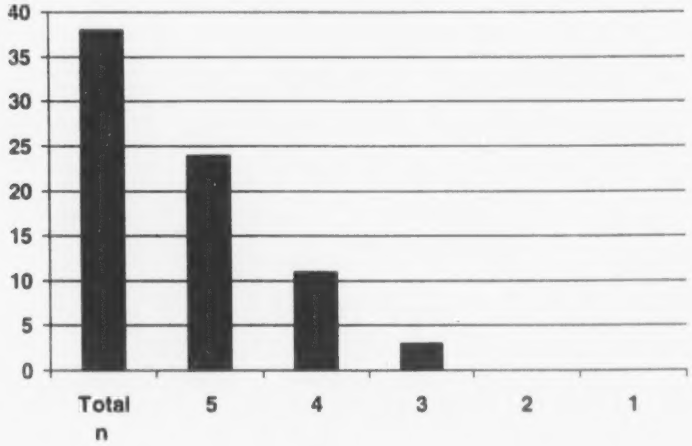

Administrative Institute Brochure/Application Form

Mayor's Commission on Literacy in Philadelphia
Pennsylvania State Administrators Institute

General Information

- The Pennsylvania State Administrators Institute will be held December 7- 9, 1998, from 8:30 a.m. - 5:30 p.m. each day, at the University City Sheraton in Philadelphia.
- The series is designed for program administrators, managers, and supervisors of PDE funded Act 143 or Section 322 adult education organizations throughout the state and is intended to develop leadership skills. Applicants should be people who lead others.
- Applicants should complete the application form by responding to Sections A-E, including program director and applicant signatures (these may be one and the same).
- The answers to the questions from this application serve as a needs assessment for the planning and design of the Institute. It is important to us to create sessions and groups for this professional development activities that best serve the participants' needs.
- Original applications must be received by mail, no later than **October 14, 1998** (no faxing, please). Applicants will be contacted to confirm receipt of their applications. A review committee will examine the applications and notify applicants of their status. **Attendance is limited to 100 people.**
- The Mayor's Commission on Literacy will provide three (3) nights lodging and meals for participants of the Institute.
- Institute participants are encouraged to participate in the administrator's listserv which will serve to foster an on-line conversation among Institute participants.
- Participants will be asked to provide on-going feedback on the Institute through a series of evaluations.
- There will be two follow-up meetings in your region scheduled between January - June of 1999.

Contact Us:

- If you have questions or a need to contact us, please do so by phone or e-mail:
  —**Diane Inverso** at 215-686-4421 or at diane.inverso@phila.gov
  —**Kevin Brady** at 215-686-4486 or at kevin.brady@phila.gov
- Fax us at 215-686-4417 (please do not fax applications).

Visit the Administrators Institute Website at http://www.libertynet.org/mcol/institute.html

Funding for the Pennsylvania State Administrators Institute is provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education

Mayor's Commission on Literacy in Philadelphia
Pennsylvania State Administrators Institute

Application Directions

1. The applicant should
   - print or type all sections of the application
   - complete Section A, general information about the applicant
   - complete Section B, description of applicant's background
   - complete Section C, needs assessment
   - complete Section D, read session descriptions and choose 6 sessions
   - complete Section E, Program Director & Applicant Signatures Form

2. We must receive all applications by mail no later than **October 14, 1998**. Mail all materials to:

Diane Inverso, Mayor's Commission on Literacy,
Municipal Services Building, 1401 JFK Boulevard, Suite 1040, Philadelphia, PA 19102.

Section A: General Information (Please Print or Type)

Name: ______________________________

Social Security #: ______________________________

Organization: ______________________________

Organization's Address: ______________________________

____

Work Phone #: ____________________ Fax #: ____________________

E-mail: ______________________________

Position: ____________________ Is your position: ☐ salaried ☐ volunteer

How long have you worked/volunteered at this program? ____________________

What is your PDC? ____________________ What is your county? ____________________

How is your program funded? ☐ Act 143 ☐ Section 322 Contract #: ____________________

Would you be interested in facilitating a follow-up meeting in your region? ☐ Yes ☐ No

Do you have any special needs that we need to be aware of for your attendance to the Institute?

____

____

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Section B: Description of Applicant's Background

(Use additional paper if needed. Please print or type.)

1. Describe your experience as an administrator (include positions and responsibilities):

2. What leadership related professional development activities have you participated in or facilitated during the past five years? What training have you had in leadership and management skills?

Section C: Needs Assessment

The Pennsylvania State Administrators Institute will be designed to respond to program administrators' needs. Your answers to the following essay questions will help in developing this Institute. Feel free to attach additional paper as needed. Please print or type your answers.

1. Why did you sign up for this Institute?

2. What are some of the characteristics of a good administrator?

3. What practices inhibit administrators from being effective?

Section D: Choose Sessions

This section contains both conceptual and topic-specific session topics and their descriptions. Read the descriptions and then choose 3 from each area (a total of 6 sessions) that you would be most interested in attending. Indicate your choices by placing a "✔" in the appropriate check boxes.

Conceptual Sessions: These sessions will foster a reflective approach to administration through a series of situational learning experiences which require that administrators re-examine their professional suppositions and closely investigate their administrative strategies. Choose only 3.

☐ *Leadership Styles*	What characteristics make leaders effective? This session will examine leadership styles through a number of different lenses and help administrators understand their approach to management.
☐ *Diversity*	The field of adult literacy is becoming increasingly diverse. Understanding and showing respect for the traditions of others, and interpreting the impact of cultural issues can pose substantial challenges for even the most sensitive administrators. This session will examine issues of race, gender, and ethnicity through discussion and active role play.
☐ *Team Building*	One of the greatest challenges administrators in adult literacy agencies face is to make certain that all staff members are actively engaged in the operation of the organization. Changes in our world are bringing changes to teams. Teams are highly interdependent and engage in complex relationships while working toward common goals. They often must deal with imperfectly matched values and ideas about how they should do things. This session will help administrators to identify symptoms of destructive or counter-productive activity and to prescribe actions to move the team toward higher levels of performance.
☐ *Communications*	Communications can be written, spoken, and even non-verbal. This session will explore the transmission of ideas, feelings, and information. Participants will draw distinctions between what is being spoken about and what is actually being said. Participants will engage in a discussion of authority and its connection to who speaks and who is spoken to.
☐ *Task/Process Balance*	This session will help administrators to pay attention to how tasks get done as well as to the tasks themselves. Participants will examine their awareness of the importance of processing ideas and working to improve process-oriented thinking in their agencies. This is a key learning skill—the ability to stop, assess, learn, and improve common processes.

☐ *Managing Change*	Administrators in adult literacy programs often face change on a number of different levels simultaneously: they may need to restructure their programs to deal with legislative changes on a state or national level; they may need to change staff responsibilities to coincide with new initiatives; they may need to determine the most effective uses for new resources; or they may be faced with maintaining a level of consistency during a period of agency growth. This session is designed to provide administrators with some of the tools they need to effectively manage change on all of these levels.

Topic-Specific Sessions: These sessions will relate to specifice subject matter and will encourage participants to discuss and learn from their colleagues. Sessions will be presented by experts in the specific subject area. Choose only 3.

☐ *Creating a Professional Development Plan*	How do administrators determine an agency's professional development needs? How can administrators work to create a coherent professional development plan for an agency, staff member, or self? This session will answer all of these questions and will encourage administrators to formulate a draft of their professional development plan for the coming year.
☐ *Personnel Policies*	This session is designed to explore the "nuts and bolts" of personnel policy. What legal and procedural issues should administrators keep in mind in their interaction with personnel? What are the steps managers need to take to create a cohesive personnel policy?
☐ *How to Work With a Board*	A board can often be an active force for positive growth within an agency. Board members often serve as liaisons between an organization and the larger community, and well-connected board members can help savvy administrators to locate important resources.
☐ *Planning for Technology*	Over the course of the last decade, technological advances have had a deep impact on the way we, as educators, conduct our daily lives. Administrators in adult literacy agencies have had to adapt to these changes by patching together meager resources, working to retrain staff, and altering program curricula to fit learners' changing needs. This session will focus on what agencies need to do to effectively plan for the integration of new technology, and what program-wide changes need to take place to make this transition a smooth one.

☐ *Conflict and Feedback Skills*	Successful organizations must integrate differences sufficiently so that collaboration can take place. All organizations inevitably contain a variety of view points, and learning styles which can be potentially valuable as a sources of agency strength. Effective managers must learn to draw on these disparate strains and learn to make the best use of divergent points-of-view. Administrators who provide a constant stream of constructive feedback have the most success in this area. This session will explore concrete methods for managing conflict and providing useful feedback.
☐ *Managing Stress*	Feeling stressed out? You certainly have company. Stress can be a deadening psychological drain on administrators and can prevent even the strongest individuals from performing to the best of their abilities. This session will highlight a number of everyday techniques that anyone can use to minimize the effects of stress in the workplace.

Section E: Program Director & Applicant Signature Form

Applicant

As an applicant for the Pennsylvania State Administrators Institute, I realize that I will share my professional experiences with other participants. I also understand that this participation will include attendance at a three day Institute, attendance at two follow-up meetings in my region, participation when possible in a listserv, and providing feedback through a series of evaluations. Knowing this, I am applying to the Pennsylvania State Administrators Institute in the expectation of being an active participant in its activities.

Applicant's Signature: ______________________________ **Date:** ________________________

Program Director

I (please print or type) ____ understand that this applicant, if accepted to the Pennsylvania State Administrators Institute, will share his/her professional experiences with the other participants. I also understand that this participation will include attendance at a three day Institute, attendance at two follow-up meetings in my region, participation when possible in a listserv, and providing feedback through a series of evaluations. Also, I verify that this applicant is a salaried/volunteer member of an Act 143 and/or Section 322 ABLE bureau program.

Director's Signature: ______________________________ **Date:** ________________________

Data from Needs Assessment

Pennsylvania State Administrators Institute
Data From Needs Assessment

- Summary
- Tally
- Raw Information
    - ⇒ Why did you sign up?
    - ⇒ What are the characteristics of a good administrator?
    - ⇒ Practices that Inhibit effectiveness

Pennsylvania State Administrators Institute
Information from Administrators Institute Application

The items that you see below were selected from administrators' applications for this Institute. They include the twelve factors that were cited most frequently in the administrators' discussions of what makes or what interferes with an administrator's effectiveness.

	Central Northeast	Northwest	PDE	Philadelphia	Southeast	South Central	Southwest	Total
Communication	1	1	2	0	11	1	0	16
Flexibility	1	2	0	2	5	0	2	12
Leadership	0	1	0	1	3	0	3	8
Listening	1	0	0	4	4	3	4	16
Honest/Fair/Just	1	1	0	1	4	0	1	8
Motivating Others	1	2	2	4	3	0	2	14
Openness	1	2	1	3	3	0	0	10
Organization	3	0	2	3	7	0	2	17
People Skills	1	1	0	1	3	1	1	8
Team Building	0	1	1	3	3	0	2	10
Vision	0	1	3	5	1	1	1	12
Total # of People Responding	3	4	3	12	14	2	6	44

Characteristics of a good administration

These are the most frequently occurring terms from applicants' Needs Assessment.

Vision	12
Communication	16
Flexibility	12
Expectations	2
Leadership	8
Accountability	1
Responsible	2
People Skills	8
Honest/Fair/Just, ethics, responsibility	8
Patient	4
Compassionate	2
Quality	2
Curious	1
Listening	16
Openness	10
Motivation	11
Inspiration	3
Diversity	4
Organization	17
Team	10
Balance	3
Time	3
Clarity	4
Goals	1
Expectation	2
Direction	1
Collaboration	2
Efficiency	2
Inspiration	5
Encouragement	8
Knowledge	3
Knowledge of Field	2
Knowledgeable	1
Know	3
Students	1
Team	1
Field	1
Beliefs	1
Delegate	3 (2)
Humor	3

Why did you sign up?

management tools	work with a board more effective agency staff development plan staff staff development plans balancing tasks/processes	gain insight/understanding of role of administrator network collaboration
enhance skills broaden horizons improve ability to serve	networking	network
	Interacting with peers statewide network	Improve program admin skills grow as admin lead agency toward accountablility network share expertise learn team building learn organizing skills learn process oriented skills improve performance on the job

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Why did you sign up?

networking	Gain information	good administrative practices
increase comfort level "seat of the pants" feeling	strenghten admin structure professional development	management tools
help dealing with change	more effective leader communication skills	regulation/administration changes

Why did you sign up?

program improvement	manage change	explore new approaches learn new skills learn information become a better administrator
learn to be a better administrator become a business professional learn strategic planning personnel managment skills	improve professional development	
improve tactics/skills usful to daily coordination and logistical procedures at the SEPDC.	become more effective/efficient	observer reporter

Why did you sign up?

reflect on current practices learn from experts/peers	develop/improve skills	guidance & information
advance thoughts or orgainzational change processes and leadership	gain knowledge become aware new development	network share ideas with colleagues
networking with practitioners	explore my management style network hear ideas	

Why did you sign up?

train with peers
enhance
leadership/management
keep current with practice
continue quality improvement

enhance managment skills
enhance communication skills
professional devel plans

leadership skills
management responsibilities

Improve skills
networking

improve human resource skills

share ideas & knowledge
learn from other administrators

to become more effective

additional training

learn all that I can

Why did you sign up?

What are the characteristics of a good administrator?

communication
clear expectations
honesty
fairness

flexible
patient
knowledgeable
compassionate
firm

flexible
resourceful
good listener
curious
motivator
inspires others to succeed

being able to handle the paperwork
good listener
juggle many roles
promote the program
hire staff
initiate dialogue
be aware of agency/PDE rules/regs
cognizant of staff & student needs
negotiate hurdles
measure successes
visit classes
get to know students
assess if students needs are met

organizational skills
handle diverse populations
strong leader
handle stress
meet deadlines
compassion
understanding
patience

facilitator
assure resources for job performance
meets community's needs
sustain programs
ensure quality
stay current w/research
share information
set the tone

provides leadership
motivational
supports diversity

organizational skills
vision
commitment to quality
strong sense of ethics

accountable to:
learners
funding source
staff
self
commitment
knowledge of field
commitment to justice
balance many tasks
sense of humor
strong optimism
team buillding skills
planning ability/knowledge

What are the characteristics of a good administrator?

organized
focused
prepared
good planning
see direction
provide direction
team player

flexible
listens
accepts change
supports growth
has program vision
shares power with employees
accepts feedback
detail oriented
relates to diverse groups
allows others to assure responsibility

collect/analyze data
make decisions based on analysis
identify problems/create solutions
sensitive to needs of program
integrate needs for improvement of service

sense of mission
interpersonal skills
respects staff
sees big picture

orgainzed
time wise
looks to the future
sees whole picture
good coach
lifts people beyond limitations
encourages people
appreciates
recognizes good work
problem solver

programmatic background
rooted in student-centered philosophy

good listener/communicator
ability to support difference
team builder
someone with vision
positive approach
supportive of growth/learning
inclusive
flexible
open to change
ability to delegate

fiscal responsibity
enable staff to do best
balance priorities
keeps perspective
maintains objectivity

passionate vision
compulsive attention to detail
openness
appreciating people
efficiency✓
reflective yet decisive

What are the characteristics of a good administrator?

effective listening
vision
recognize community need
collaborate with region
act as role model
provide consistant/positive feedback

efficiency
collaboration
inspires staff
encourages
builds teams

organizational skills
good people skills
sense of mission
reliability
flexibility
consistency
leadership
forward thinking
planning and follow through

big picture
open
ecnourages staff
shares leadership

good listening skills
good communication skills
good writing skills
good critical thinking skills
excellent people skills

respect
organization
time management skills
communication skills

organizational/management skills
strategic planning
be informed without micro-manageing
troubleshooting
manage with limited resources
good people skills
investment in future
motivation works
belives in own programs
aknowledges need for improvement
flexibility
open mind and door
good communication
navigate regulations and mandates
utilize volunteers effectively
cultivate community support
staff development skills
say no and mean it

communicates well
troubleshoot
make rational/logical decisions
jugles many hats
hands-on
works inside-out w/programs
assess staff/program needs
represents agency
creative
team builder
works w/diversity
gives constructive criticism
gives positive feedback

encourages staff
respects coworkers

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What are the characteristics of a good administrator?

flexibility
technical expertise
good communication skills
good people manager
ability to spot/respond to trends
strong leadership skills

fairness
open mindedness
enthusiastic
able to get along w/others
able to get along w/divers groups
well-spoken communication

patient
level-headed
well organized
reliable
has vision

communication
encourages employees
open to new ideas
good planner

honesty

self management
flexibility/adaptability
competenc/empathy
vision/integrity
open to change
instill trust/commitment
courage/consideration

ability to see big picture
technical competence in reporting
hands-on involvement w/students
more than a number cruncher
team leadership
good communicator

organizational skills
interpersonal skills
deligates well
clear expectations
constructive criticism

has a vision
articulates vision/mission to others in a way that is meaningful to their work
confident
empowers others
good communication skills
experiment and encourage others to without fear of failure
continues self-development/growth

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What are the characteristics of a good administrator?

- organized
- common sense
- can address critical issues
- strengthen working relationships
- focus on priorities
- inspire others
- make work fun
- articulate a unifying vision
- build teamwork
- foresees obstacles
- provides concrete examples of change

- open/honest
- good communicator/listener
- maintains vision
- desire/ability to accept change
- organized/analytical
- hires staff with necessary skills
- gives staff tools/ability to do job
- open to improvement suggestions

- knowledgeable
- realistic
- problem solver
- committed
- emotionally stable
- organized
- fosters good interpersonal relations
- establishes goals
- open to ideas of others
- genuine
- understanding
- trustworthy
- spiritually led

- ability to lead
- ability to change
- ability to listen
- ability to be accoutable
- ability to build partnerships
- ability to allow staff to perform tasks

- konws where to find answers
- meets changing regulations
- organized
- handles paperwork
- willing to learn
- delegates
- participates in workshops/institutes
- good listener
- arbitrator

- hires good people
- provides guidence/direction
- no micromanaged staff
- charismatic
- personable
- organized
- gives guidelines with flexibility

- clear on goals
- utilizes different approaches to supervision
- listens
- adept at problem-posing
- adept at problem-solving
- reflective
- visionary yet practical
- motivates others
- meets goals
- effective at team building

- interpersonal
- risk taker
- encourages staff
- includes others
- good feed back
- communication

- honest
- competence
- forward-looking
- inspiring
- stand up for beliefs
- know your team
- fair minded
- intelligent
- dependable

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What are the characteristics of a good administrator?

train/guide staff understand the jobs offer support offer opportunities to improve/grow servant leader leads by example make difficult decisions follow-through	flexibility listen to suggestions fairness consistent approach sense of humor organizational skills ability to delegate ability to prioritize ability to stand firm follow through	balanced set priorities supervise with encouragement sets limits direction inspires
ability to focus on needs good relatoinship with peers/staff sense of humor good organizational skills flexible	good listener willing to change open to new ideas initiate change organized good time management stron personal communication skills	good listener patient fair resolves conflict good evaluator of employee's skills flexible willing to help others focused on program/staff goals communicates well
servant leader good listener shares goals shares vision shares mission good communicator honesty	know the field understand needs of organization have excellent people skills good communicator working well with others organized clear sense of direction	listens & responds offers constructive criticism

What are the characteristics of a good administrator?

best interest of staff/clients in sight
eficient in setting examples
puts principles/mission in practice
respectful
good listeners
keeps eyes, ears, minds open
encourage others to grow
brings staff into program building process
helps staff implement their ideals
encourages team spirit/work
provides opportunity for staff to learn more about their joys

Practices that Inhibit effectiveness?

lack of money
lack of time
politics

stubborness
being too critical/negative
defensiveness
inabiliity to lead

changing regulations
changing student populations
low retention
changing welfare regulations
changing staff

removed from day-to-day realities
decisions which have negative impact
lack of knowledge of employment law
ineffective managment of staff/vol
not team oriented

poor deligation
can't balance
unclear policies

problems from within self
lack of caretaking (health)
unable to address system/agency problems
lack of professional development
difficulty coping
funding shortages
time limitations
staff shortages
insufficient space
lack of cooperation
difficult funding requirement

lack of priorities
wasting time
doesn't listen to imput from staff

rigidity
top-down management approach
avoiding change
not listening
inhibiting staff professional growth

lack of commitment
lack of organizatoin
inability to define work roles clearly
lack of communication
inability to grow
reacting

Practices that Inhibit effectiveness?

time
funding
legislative pressure
[illegible]sists change

paperwork
meetings (time)
state required trainings
small staff-overworked

insensitivity to staff needs/feelings
authoritarian approach
lack of communication skills
running one person show
failure to assess problems
failure to plan intervention
fighting change
negative approach to problem solv.
unwilling to evaluate prog. effectiv.
defensiveness
failure to be self-reflective

bureaucracy
increasing demands on time
unclear goals/objectives

funders drive wedges between
administrators and practitioners
lack of communication
the paranoid theory
does not promote democracy

delegates poorly
autheritarian
communicates poorly
lack of respect

lack of focus
defensive
poor planning

conflict between values and institution

Practices that Inhibit effectiveness?

lacks time management skills
lack of support from hierarchy
lack of staff
imposed use of admin tools

too much paperwork
lack of training in business admin
inconsistant part time teachers
state mandates require too much time
no additional money for new staff
administator burn-out
no trust between admins and ABLE
lack of cooperation w/other admins
stress and lack of energy

lack of communication skills
lack of interpersonal skills
sparse time w/staff
too many projects at once
doesn't represent staff
lack of patience
doesn't get hands dirty
administers from afar
not flexible
weak managerial skills

resists change
poor communication skills
lack of focus

not administrative background
isolation from other administrators
unable to balance tasks/goals

uncooperative staff
too many taskd to do at one time
volunteers overstepping boundaries

incomplete communication
ineffective communication
lack of time
no attention to detail

conflict between local/state policies
isolation from day to day program
lack of direct involvement w/student
rigidity
lack of open mind
unclear vision of role

Practices that Inhibit effectiveness?

lack of vision
ego
lack of resources
lack of time

lack of collaboration
lack of good PR skills
lack of systematic planning, implementation, and evaluation
lack of a prof. devel. plan
not familiar w/legal/ethical challenge
doesn't understand cultural change

whining about welfare reform
not gaining consensus on problems
wasting time
not considering impact of problems
inability to prioritize/delegate
bad communication skills
faulty expectatoins
lack understanding human motivator
lack of feedback
lack of sensitivity
lack of automation/tech skills

rigidity
self-centeredness
criticizes
lack of respect
pettiness
failure to appreciate workers
doesn't recognize contributions

limited knowledge of effective pract.
multiple responsibilities
limited resources

not sharing information
not delegating
being closed minded - stubborn
refusing help
not requesting help

being micromanaged by supervisor
unnecessary responsibilities
forgets mission/purpose

Practices that Inhibit effectiveness?

personal issues
being judgemental
lack of listening skills
not open to learning from others
[illegible]esn't share
single-mindedness
no clarity of mission. goal. outcomes
lacks respect
ineffective communication
splitting staff rather then build teams

ladk of support
poor interpersonal skills
time
overburdended

dishonesty
incompetent behavior
not communicative
non-team player
not being supportive
lack of self control
immaturity

ignoring poor work
fails to communicate agency needs
staff not included in decisions/goals
setting impossible procedures
wants more from staff than will give

interference of personal feelings
favoritism
distaste for firing
sensitive to criticism
poor communication
disorganization
exhaustion from overwork
inconsistency

not having time to plan
lack of communication skills
lack of organizational skills
inconsistant standard & focus
lack of training
lack of technology skills

don't listen to staff issues
unfair to people
poor communicators

bad communicator
doesn't get/share staff ideas

belittling/embarrassing people
a do as I say, not as I do attitude
blows staff off/belittles ideas
over look, ignore, discount sincere input

Practices that Inhibit effectiveness?

Regional Facilitator List and Job Description

Mayor's Commission on Literacy
Pennsylvania State Administrators Institute

Regional Facilitator

	Agency	PDC
Marcia Anderson	Adult Literacy Lawrence County	NWPDC
Cheryl Feldman	District 1199C Training and Upgrading Fund	PPDC
Judy Honohan	Chester County O.I.C.	SEPDC
Janet James	Chatham College Adult Literacy Program	SWPDC
Monica Mathews	Mid-State Literacy Council	CNEPDC
Jeffrey Woodyard	Tri-County Opportunities Industrialization Center, Inc.	SCPDC

JOB DESCRIPTION

Regional Group Facilitator

Selection: Six Group Facilitators will be selected from the pool of applicants designated by PDCs. At the beginning of the Administrative Leadership Project, participants will receive a survey to determine their interest in serving as Regional Group Facilitators. The MCOL will then contact each of the regional PDCs with the names of all potential Regional Group Facilitators. The PDCs will be asked to advise the MCOL on the selection of Regional Facilitators. The MCOL will then contact the applicants with detailed information regarding facilitator responsibilities and an orientation packet.

Qualifications: Regional Group Facilitators will be professional administrators from PDE-funded agencies who are key decision makers in their organizations. Facilitators should be comfortable leading discussions and should have strong interpersonal and organizational skills. Applicants must have access to the Internet.

Responsibilities:

- To review Institute materials
- To participate in a facilitator orientation
- To serve as facilitator for the administrative discussion groups in their part of the state
- To assist in coordinating the activities taking place in the regional discussion groups with the MCOL
- To keep a clear record of regional group discussions, and collect any related documentation
- To submit surveys and related data to the MCOL in a timely manner
- To work with other members of the regional discussion group to compile a portfolio of materials

- To create a final report at the end of the project containing an analysis of the project's overall effectiveness

- To participate in PAACE session (if needed)

- To have access to and be comfortable with the Internet

Overview of Workshop Areas, Presenter Bibliographies and Job Descriptions

Conflict/Feedback Skills

Successful organizations must integrate differences sufficiently so that collaboration can take place. All organizations inevitably contain a variety of view points, and learning styles which can be potentially valuable as a sources of agency strength. Effective managers must learn to draw on these disparate strains and learn to make the best use of divergent points-of-view. Administrators who provide a constant stream of constructive feedback have the most success in this area. This session will explore concrete methods for managing conflict and providing useful feedback.

Conflict/Feedback Skills Facilitators

Judith C. Jones

Judith C. Jones is the primary service provider of J. C. Jones & Associates, a human relations development firm, specializing in working with conflict and diversity education that focuses on skill development and coalition building. Judith grew up in Philadelphia, received her doctorate in political science from Atlanta University and has taught at Penn State University since 1985. Her diverse client base includes educational institutions, profit and nonprofit organizations, and government agencies such as CoreStates, Church Women United, the Anne Frank Institute, Haverford College, Woodstown High School, Women's Prison Association, Action Reconciliation Service for Peace, Good Shepherd Neighborhood House, the Department of Veterans Affairs, the Defense Logistics Agency, and the Social Security Administration.

Matthew R. Guynn

Matthew Guynn served from 1996-98 as coordinator of Training for Change, a nonprofit social change training center in Philadelphia, where he developed an intern supervision program. He served as a board member for the New Society Educational Foundation in Philadelphia, is currently the treasurer of the board for One Earth Peace Assembly in New Windsor, MD, and has worked recently on a denominational task team within the Church of the Brethren to develop curriculum for conflict education. His 1998 training clients have included the Church of the Brethren Conflict Resolution Teams, Brethren Volunteer Service, and students from four colleges, a high school, and a seminary.

Frederick V. Bryant

Frederick V. Bryant, H.M.S., currently operates an organizational development consulting and management training practice in the Philadelphia area. He has helped to plan and implement an integration of total quality and diversity as part of a culture change management process at CoreStates/First Union Bank in Philadelphia. Fred is an associate of both Cross Cultural Consulting, a management development and cultural diversity organizational development firm, and Elsie Y. Cross Associates, which specializes in diversity management training and cultural change.

Fred is an Associate of the of the Center for the Study of Psychological Studies at Temple University. The Center provides training and consultation to public and private sector organizations. Fred has developed and conducted workshops on such topics as: diversity, sexual harassment, problem solving, customer service, advocacy, stress management, time management, leadership, management training, group dynamics, group development, visioning, team building, communication, conflict management community development, train the trainer, organizational design, organizational culture, change management, organizational development, and training evaluation workshops.

Managing Change

Administrators in adult literacy programs often face change on a number of different levels simultaneously: they may need to restructure their programs to deal with legislative changes on a state or national level; they may need to change staff responsibilities to coincide with new initiatives; they may need to determine the most effective uses for new resources-, or they may be faced with maintaining a level of consistency during a period of agency growth. This session is designed to provide administrators with some of the tools they need to effectively manage change on all of these levels.

Managing Change Facilitator

Niyonu D. Spann

Niyonu D. Spann is Executive Director of The National Green Circle Program, a human relations program created in 1957 to enhance self awareness and promote intergroup understanding and a true valuing of human differences with children and adult groups. At the heart of Niyonu's work is the promise that individuals within the community, group, or organization have the knowledge which will increase effectiveness. The goal is to unfold and tap this source of information, and from this source to create a plan of action.

Niyonu received her MS in Human Resource Management as a part of the American University/National Training Laboratory where the training focused on organization development. At the Oberlin Conservatory of Music, Niyonu received her BS/BM with a focus on mastering the vocal arts. These two areas of focus have aided in her ability to help groups and organizations tap their creative resources while clearly structuring the process for the intended results.

As an organization development consultant and a musical artist, Niyonu has been successful in helping systems realize their full potential. Niyonu brings over 15 years of experience in strategic planning, group dynamics, diversity training, educational processes, social change and transformation.

Professional Development Planning

How do administrators determine an agency's professional development needs? How can administrators work to create a coherent professional development plan for an agency staff member, or self? This session will answer all of these questions and will encourage administrators to formulate a draft of their professional development plan for the coming year.

Professional Development Planning Facilitator

Joseph F.X. Smith

Joseph F.X. Smith, a career and human resource consultant at OPTIONS, advises individuals on career planning and on-the-job career management issues and facilitates career development workshops. He also works with corporate clients on career effectiveness as well as sexual harassment prevention issues, particularly facilitating workshops and counseling employees accused of sexual harassment, or those whose behavior is judged at risk. *The Legal Intelligencer* and other publications have published articles and numerous professional organizations have heard him speak on third party sexual harassment as well as career management issues.

Prior to joining OPTIONS in 1992, he designed and conducted training sessions, facilitated groups and counseled adults from college to pre-retirement age as director of the University of Texas Catholic Center in Austin, and before that, director of The Paulist Renewal Center in Seattle. He has an M.A in human development from the University of Connecticut, an M.A. in theology from St. Paul's College, and a BA in political science from LaSalle University. He Is a member of the International Association of Conger Management Professionals as well as the Philadelphia Region Organizational Development Network, for whom he served as program chair and steering committee member for several years.

Task/Process Balance

This session will help administrators to pay attention to how tasks get done as well as to the tasks themselves. Participants will examine their awareness of the importance of processing ideas and ways of working to improve process-oriented thinking in their agencies. This is a key learning skill: the ability to stop, assess, learn, and improve common processes.

Task/Process Balance Facilitators

Gerald Kaufman

With over 30 years of unique experience as a lawyer, legislator, public policy developer, and nonprofit executive, Gerald Kaufman offers strategic consulting services to organizations seeking to renew their direction. Recognized for his ability to synthesize multiple agendas and conflicting priorities, he helps managers create new and positive organizational directions. Gerry imbues his life and work with a consistent set of values and beliefs, including openness, inclusiveness, diversity, and commitment to a shared vision.

Highlights of his experience include serving as Acting Executive Director of the National Council of Nonprofit Organizations in Washington, DC; Executive Director of the Center for Nonprofit Corporations in Princeton, NJ; Executive Director and Founder of the Center for Effective Public Policy in Philadelphia, PA; Founder and Executive Director Pennsylvania Legal Services Center in Harrisburg, PA; a Government Relations Consultant for the City of Hartford, CT; and a member of the Pennsylvania House of Representatives. Kaufman holds a JD degree from Columbia University Law School and a BA degree from Yale.

Amy Steffen

Amy Steffen is an organizational development consultant and trainer committed to creating healthy and productive workplaces. Amy focuses her practice on organizational change, vision and mission creation, team building, managing diversity, leadership development and practical skill development.

Amy brings to her clients a unique ability to teach, coach, support, and challenge. She works with clients to develop clarity and commitment to the future they want to create, provides guidance throughout change initiatives, and offers training programs that provide practical skills and essential insights to enable her clients to realize their plans.

Over the past ten years, Amy has worked with corporations, non-profit and community-based organizations, and educational institutions. A partial list of her clients includes General Motors, CIGNA, Scott Paper Company, Dana Corporation, PECO Energy, Atlantic Electric, Unisys, Germantown Hospital, Women Against Abuse, AIDS Services Center, the Police-Barrio Relations Project, Temple University, Philadelphia College of Textiles and Sciences, and the Philadelphia School District.

Team Building

One of the greatest challenges administrators in adult literacy agencies face is to make certain that all staff members are actively engaged in the operation of the organization. Changes in our world are bringing changes to teams. Teams are highly interdependent and engage in complex relationships while working toward common goals. They often must deal with imperfectly matched values and ideas about how they should do things. This session will help administrators to identify symptoms of destructive or counter-productive activity and to prescribe actions to move the team toward higher levels of performance.

Team Building Facilitators

Ruth Littlejohn

Ruth Littlejohn is a powerful example of how every one of us can transform the American dream into a personal reality. Despite amazing obstacles, Ruth discovered that success does leave markers and that mentors can make the crucial difference. Her own life and career were transformed as a result. Now she is a powerful coach and speaker who connects with audiences at a gut level ... the level in which we experience profound change.

The power to influence comes naturally to Ruth. Early on she was a grassroots activist facilitating opportunity and change with in the community. Later, as a manager, trainer, corporate team builder, consultant and coach, she drew upon the same energy helping corporations make the transition from a hierarchical management style to a team-based approach. Her professional background covers a gamut of accomplishments.

Ruth earned a Master of Science in human resources development from The American University, and a Master of Education from Lehigh University. She is also an active member in The National Speakers Association and the Organization Development Network.

Shawn Kent

Shawn Kent, President of Influence Mastery Inc., works with organizations that want their people to connect better with others and with professionals who want to communicate more clearly.

With over ten years of corporate and consulting experience, Ms. Kent's background includes training and development, coaching for improved productivity, management skills building, recruiting, and career coaching, employee relations and retention strategies, and managing a human resources staff. She was previously Human Resources Manager and Senior Training Consultant at The Dun & Bradstreet Corporation.

Ms. Kent holds a Masters of Science in Organization Dynamics from the University of Pennsylvania, and attended the Crosby Quality College. She authored *The Mastering Your Influencee*™ *Workbook,* and *The Influence Journey,* published by Skills Mastery Press, 1998 and *Power Presentations, How to Sell Your Ideas and Connect with Your Audience,* published by John Wiley & Sons, 1993.

Ms. Kent is an active member of The National Speakers Association and The American Society of Training & Development.

Planning for Technology

Over the course of the last decade, technological advances have had a deep impact on the way we, as educators, conduct our daily lives. Administrators in adult literacy agencies have had to adapt to these changes by patching together meager resources, working to retrain staff, and altering program curricula to fit learners' changing needs. This session will focus on what agencies need to do to effectively plan for the integration of new technology, and what program-wide changes need to take place to make this transition a smooth one.

Planning for Technology Facilitators

Joyce Keene

Ms. Keene earned her Bachelor of Science degree in psychology from Hahnemann University in 1973. For the next five years she was an integral part of the community mental health system in Philadelphia that provided the new model for mental health service delivery for the entire country. Ms. Keene continued developing her professional skills for the next ten years in a private psychological practice, an employee assistance program, a public mental health clinic, and a county agency for alcoholism.

In 1989, Ms. Keene earned her Masters of Science degree at Allegheny University of the Health Sciences in the Group Counseling and Organizational Dynamics Program. Integrating her vast knowledge of human psychology with the dynamics of groups and organizations added a new dimension in her skills as a facilitator of change and transition.

The past ten years have been the most rewarding of Ms. Keene's career as she has been a faculty member in the Allegheny University group dynamics program and the Rosemont College business program. She has enabled students to understand and implement the process of change for human beings in both their personal and their organizational life.

James H. Crumel

With more than thirty years of experience in information technology, Jim Crumel is known not only as a developer of computer-based systems, but as a developer of organizations and people as well. In his twenty years experience as an executive, he has utilized his extensive human resource skills to maximize the contributions of a multicultural workforce in meeting business objectives.

Mr. Crumel has demonstrated his deep interest in developing others as a coach and mentor in the community, in the workplace and on the college campus. He has served as chairman of the INROADS Parents Support Group, and as mentor/tutor in Project Reachback and Philadelphia Futures. He has led a diversity task force which provided diversity awareness training at Cigna, and has coached and mentored numerous employees over the years. For the 1995-1996 academic year, Jim served as executive-in-residence at Temple University's School of Business & Management, providing career counseling and establishing a mentoring program. Combining his organization development training with his extensive management and technology expertise, Jim founded Crumel Consulting Group to collaborate with associates in improving multicultural workplace effectiveness and in facilitating organizational and technological change.

JOB DESCRIPTION

Institute Topic Session Facilitator

Selection: Eighteen Topic Session Facilitators will be selected before the start of the Institute. An application process will be developed to ensure the selection of qualified individuals, and the PDCs will be asked to advise the MCOL on the selection of facilitators.

Qualifications: Candidates for this position must have at least 3 years of professional facilitating / training experience, and be familiar with reflective models of practitioner inquiry. Potential facilitators should be skilled in posing questions and discussing critical issues relating to practice. Facilitators should have extensive experience in the topic area (to be determined) in which they are training. All candidates for this position must have access to the Internet

Responsibilities:

- To stimulate discussion and interaction between administrators attending the Administrative Leadership Institute
- To encourage participants to engage in critical reflection on one of six topic areas.
- To encourage participating administrators to share professional anecdotes for use in the situational learning experiences.
- To plan and design topic sessions
- To submit information and reports to the MCOL in a timely manner
- To participate in PAACE sessions (if needed)
- To assist in the development of the pre-Institute materials and the construction of the project binder
- To facilitate topic sessions
- To distribute review and collect daily response sheets during the course of the Institute

Evaluation Tools

Mayor's Commission on Literacy
1401 John F. Kennedy Boulevard, Suite 1040
Philadelphia, PA 19102
215/686-4400

PA State Administrators Institute Evaluation

Agency (optional): ____

Name (optoinal): ______________________________ **PDC:** ______________

1. How well did this Administrative Institute Project meet your needs and expectations?

☐ Not at all ☐ To some extent ☐ Adequately ☐ Extremely well

2. What aspect of the project was the **most** successful (Check all that apply.)

☐ Administrative Institute
☐ Listserv
☐ Regional Follow-up Session
☐ Web page
☐ Interaction with other participants
☐ Other: ____________________

3. What aspect of the project was the **least** successful? (Check all that apply.)

☐ Administrative Institute
☐ Listserv
☐ Regional Follow-up Session
☐ Web page
☐ Interaction with other participants
☐ Other: ____________________

4. What other comments, criticisms, or suggestions would you like to make?

____
____
____

5. In what way(s) do you feel your participation in this project will impact on your work?

____
____
____

6. General Comments: ____

____
____

7. Please rate this project overall:

☐ Poor
☐ Adequate
☐ Worthwhile
☐ Excellent

Please use the reverse side for additional writing space. Thank you for providing this feedback!

Pennsylvania State Administrators Institute
Evaluation

Topical Group ____________________ **Regional Group** ______________________

Please complete this evaluation as you attend each session and turn it in to the last facilitator at the end of the session on Wednesday.

How would you rate the following (5=excellent. 1=poor. please tell us why)?

Conflict and Feedback Skills

Importance of the topic to the field

Excellent				Poor
5	4	3	2	1

Presenter's preparation for the session

Excellent				Poor
5	4	3	2	1

Presenter's knowledge of the topic

Excellent				Poor
5	4	3	2	1

Presenter's ability to interact with the group

Excellent				Poor
5	4	3	2	1

Overall rating of the session

Excellent				Poor
5	4	3	2	1

How can the session be improved?

How will this effect your practice?

General comments:

Topical Group ____________ **Regional Group** ____________

Please complete this evaluation as you attend each session and turn it in to the last facilitator at the end of the session on Wednesday.

How would you rate the following (5=excellent. 1=poor. please tell us why)?

Managing Change

Importance of the topic to the field

Excellent ____________ Poor
5 4 3 2 1

Presenter's preparation for the session

Excellent ____________ Poor
5 4 3 2 1

Presenter's knowledge of the topic

Excellent ____________ Poor
5 4 3 2 1

Presenter's ability to interact with the group

Excellent ____________ Poor
5 4 3 2 1

Overall rating of the session

Excellent ____________ Poor
5 4 3 2 1

How can the session be improved?

How will this effect your practice?

General comments:

Topical Group ____________________ **Regional Group** ______________________

Please complete this evaluation as you attend each session and turn it in to the last facilitator at the end of the session on Wednesday.

How would you rate the following (5=excellent, 1=poor, please tell us why)?

Planning for Technology

Importance of the topic to the field

Excellent				Poor
5	4	3	2	1

Presenter's preparation for the session

Excellent				Poor
5	4	3	2	1

Presenter's knowledge of the topic

Excellent				Poor
5	4	3	2	1

Presenter's ability to interact with the group

Excellent				Poor
5	4	3	2	1

Overall rating of the session

Excellent				Poor
5	4	3	2	1

How can the session be improved?

How will this effect your practice?

General comments:

Topical Group ____________ **Regional Group** ____________

Please complete this evaluation as you attend each session and turn it in to the last facilitator at the end of the session on Wednesday.

How would you rate the following (5=excellent. 1=poor. please tell us why)?

Creating a Professional Development Plan

Importance of the topic to the field

Excellent				Poor
5	4	3	2	1

Presenter's preparation for the session

Excellent				Poor
5	4	3	2	1

Presenter's knowledge of the topic

Excellent				Poor
5	4	3	2	1

Presenter's ability to interact with the group

Excellent				Poor
5	4	3	2	1

Overall rating of the session

Excellent				Poor
5	4	3	2	1

How can the session be improved?

How will this effect your practice?

General comments:

Topical Group ____________________ **Regional Group** ______________________

Please complete this evaluation as you attend each session and turn it in to the last facilitator at the end of the session on Wednesday.

How would you rate the following (5=excellent, 1=poor, please tell us why)?

Task/Process Balance

Importance of the topic to the field

Excellent________________________________Poor
5 4 3 2 1

Presenter's preparation for the session

Excellent________________________________Poor
5 4 3 2 1

Presenter's knowledge of the topic

Excellent________________________________Poor
5 4 3 2 1

Presenter's ability to interact with the group

Excellent________________________________Poor
5 4 3 2 1

Overall rating of the session

Excellent________________________________Poor
5 4 3 2 1

How can the session be improved?

How will this effect your practice?

General comments:

Topical Group ____________________ **Regional Group** ______________________

Please complete this evaluation as you attend each session and turn it in to the last facilitator at the end of the session on Wednesday.

How would you rate the following (5=excellent, 1=poor, please tell us why)?

Team Building

Importance of the topic to the field

Excellent ________________________________ Poor

5 4 3 2 1

Presenter's preparation for the session

Excellent ________________________________ Poor

5 4 3 2 1

Presenter's knowledge of the topic

Excellent ________________________________ Poor

5 4 3 2 1

Presenter's ability to interact with the group

Excellent ________________________________ Poor

5 4 3 2 1

Overall rating of the session

Excellent ________________________________ Poor

5 4 3 2 1

How can the session be improved?

How will this effect your practice?

General comments:

Topical Group ____________________ **Regional Group** ______________________

Please complete this evaluation as you attend each session and turn it in to the last facilitator at the end of the session on Wednesday.

How would you rate the following (5=excellent. 1=poor. please tell us why)?

Overall Institute Evaluation

Organization: Excellent ________________________________ Poor
5 4 3 2 1

Facilities: Excellent ________________________________ Poor
5 4 3 2 1

Sessions: Excellent ________________________________ Poor
5 4 3 2 1

Format of the Institute: Excellent ________________________________ Poor
5 4 3 2 1

Overall rating of the Institute: Excellent ________________________________ Poor
5 4 3 2 1

General comments:

Additional Activities

Have you visited the web site?

Evaluation of web site information
Excellent ________________________________ Poor N/A
5 4 3 2 1

Additional recommendations for the web site?

How would you like the listserv to support your professional development?

General comments:

Topical Group ____________________ **Regional Group** ______________________

Please complete this evaluation as you attend each session and turn it in to the last facilitator at the end of the session on Wednesday.

How would you rate the following (5=excellent. 1=poor. please tell us why)?

Regional Group Sessions

Facilitator's ability to interact with the group

Excellent ________________________________ Poor
5 4 3 2 1

Overall rating of the session

Excellent ________________________________ Poor
5 4 3 2 1

Would you like to do a further activity on any of the topics covered in the institute? If so which ones?

Are there other topics or activities you would like to include in your regional sessions? And if so what?

In what ways can your PDC assist your regional administrator group in the next year?

In what ways can the MCOL assist your regional administrator group in the next year?

General comments:

Mayor's Commission on Literacy
PA State Administrators Institute Follow-Up Session
1998-1999

Feedback Questions

What aspects of the session did you find most valuable?

How can we improve the session?

How might the information from this session help you?

Session Title: ______________________________

Presenter: ______________________________ **Date:** ______________

Professional Development Center: ______________________________

Pennsylvania State Administrators Institute

Practice and Belief Form

Our purpose through this professional development activity is to help you develop the skill you feel you need to be a more effective administrator. To achieve that purpose, it becomes important to reflect on how you align your overall beliefs and your day to day practices.

Most of the characteristics listed below have both positive and negative aspects to them. Score the relationship of your beliefs and practices related to the listed characteristics. Mark the place on the line with an **X** to indicate the score.

Vision

1	5	9
too little	just right	too much

Communication

1	5	9
too little	just right	too much

Flexibility

1	5	9
too little	just right	too much

Leadership

1	5	9
too little	just right	too much

Interpersonal skills

1	5	9
too little	just right	too much

Managing Change

1	5	9
too little	just right	too much

Conflict Resolution

1	5	9
too little	just right	too much

Fairness

1	5	9
too little	just right	too much

Openness

1	5	9
too little	just right	too much

Organization

1	5	9
too little	just right	too much

Team Building

1	5	9
too little	just right	too much

Motivation

1	5	9
too little	just right	too much

Task/Process Balance

1	5	9
too little	just right	too much

Planning

1	5	9
too little	just right	too much

Reflecting

1	5	9
too little	just right	too much

Acting

1	5	9
too little	just right	too much

Number ______________

Binder Section

Pennsylvania State Administrators Institute

Philadelphia, PA
Monday, December 7th to
Wednesday, December 9th, 1998

The Administrators Institute is presented by the Mayor's Commission on Literacy in Philadelphia.
Funding for the Institute is provided in part by the Pennsylvania Department of Education,
Bureau of Adult Basic and Literacy Education.

CITY OF PHILADELPHIA

OFFICE OF THE MAYOR
ROOM 215 CITY HALL
PHILADELPHIA, PENNSYLVANIA 19107-3295
(215) 686-2181
FAX (215) 686-2170

EDWARD G. RENDELL
MAYOR

December 7, 1998

Dear Pennsylvania Administrators Institute Participant:

Welcome to Philadelphia and to the Pennsylvania State Adult Literacy Administrators Institute!

Although I understand that your stay in our city will be relatively brief, I hope that you will have a chance to enjoy some of the rich history that Philadelphia offers its visitors and that you will be able to make use of some of the wonderful entertainment, cultural, and historical venues around the city, especially in this holiday time of year.

Whether your stay enables you a little leisure time in Philadelphia or not, I hope you will take the chance to come back to Philadelphia, the city that loves you back, in the near future. Besides the historical, cultural, and entertainment offerings around the city, we are ready to kick off a millennium celebration that will welcome in the year 2000 like no other city.

I congratulate you on the important work you are engaged in towards helping adults to better realize their potential. I hope that your stay in Philadelphia is enlightening, informative, and fun.

Sincerely,

Ed Rendell

Edward G. Rendell
Mayor

MAYOR'S COMMISSION ON LITERACY

Municipal Services Building
1401 John F. Kennedy Boulevard
Suite 1040
Philadelphia, PA 19102
Phone: 215/686-4400
Fax: 215/686-4417
E-mail: MCOL@phila.gov

Rose Brandt, Executive Director

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Overview

Overview

This year's Pennsylvania Adult Literacy Administrators Institute will provide an opportunity for participants to engage in a series of dynamic professional development activities which are designed to showcase the kinds of leadership strategies that are crucial to program improvement within state agencies. By drawing examples from observations of their own programs and sharing those examples with their peers, administrators will have opportunities to deepen their understanding of the choices they face as leaders.

The Administrators Institute will encourage participants to examine the current practices, individually and collectively, and to analyze differences in leadership styles and their effects on program improvement. The project will foster a reflective approach to administration through a series of situational learning experiences, which call upon administrators to re-examine their professional suppositions and closely investigate their administrative strategies.

The project will work within the context of the state initiative for program improvement and professional development for administrators. The initiatives have shown that individuals who have taken part in learning from practice have had a finer grasp on the process of program improvement because they are better able to incorporate elements of self-reflection and self-evaluation into their thought processes. The Administrators Institute will draw extensively from this kind of reflective model.

Most of us probably think of a particular person or set of behaviors when we think of leadership. We generally consider leadership to be synonymous with a person in a position of formal authority. Leadership needs to be a broad concept that is separated from the person, role and a discrete set of individual behaviors. It needs to be embedded in the agency community as a whole. Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of community. The key notion in this definition of leadership is about learning together, and constructing meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values, beliefs, information, and assumptions through continuing conversations: to inquire about and generate ideas together; to seek to reflect upon and make sense of work in the light of shared beliefs and new information; and to create actions that grow out of these new understandings. Such is the core of leadership.

BEST COPY AVAILABLE

Housekeeping/Logistical Information

What expenses does the Institute cover?

The Mayor's Commission on Literacy (MCOL) will cover lodging costs for participants from ***outside the Philadelphia Professional Development Center*** for three (3) nights. ***Local*** participants who choose to stay in the Penn Tower are covered for two (2) nights lodging.

Breakfasts and lunches will be provided Monday, Tuesday, and Wednesday.

Participants staying at the Penn Tower will receive three (3) food vouchers for dinner at one of the two Penn Tower eateries (PT's and Franklin's) or for room service. Each voucher is worth fifteen dollars ($15) toward food and beverages. Only one voucher may be used per meal. ***The vouchers may not be used for alcoholic beverages and do not cover gratuities.*** They have no monetary value and cannot be exchanged for cash.

The MCOL will pay for participants' parking.

Where should I park?

Participants ***who are staying at the Penn Tower Hotel*** should park in the adjoining garage and have their parking charged to their rooms. They must have their ***parking stub stamped by a hotel staff member at the hotel front desk*** so that they are not charged by the parking attendant when they leave the garage.

Participants ***who are not staying at the Penn Tower*** should park in the Civic Center parking lot across from the Penn Tower. They must have their ***parking stub stamped by an MCOL staff member at the Institute registration desk.***

Since parking in the hotel garage is an amenity for hotel guests, any participants who are not staying at the Penn Tower but choose to park in the Penn Tower garage may do so, space permitting. However, they must have their parking receipts stamped at the Penn Tower front desk and must pay the additional non-guest charge.

What Charges am I responsible for?

All participants who choose to stay at the Penn Tower will be responsible for any incidental costs they incur through the use of the telephone, in-room movies, or consumption of alcoholic beverages.

If there is an emergency whom should I contact?

Diane Inverso from the MCOL will be staying at the Penn Tower throughout the Institute. Staff at the hotel registration desk can contact her for you in case of an emergency. Rose Brandt from the MCOL will also be staying at the Penn Tower.

What if a message is sent to me while I am in a session?

A message board will be posted across from the registration table and messages for participants will be updated regularly. All participants should periodically examine the message board for new postings.

Can I leave my belongings in the conference room during breaks?

No. Participants should not leave valuables unattended. Although the Penn Tower Hotel takes extensive security measures to insure the safety of its guests, thefts can occur at even the most security-conscious facilities. The Mayor's Commission on Literacy and the Penn Tower Hotel cannot be held responsible for lost or stolen items.

Where can I store my luggage before checking in and after checking out?

Participants who need to store luggage at any time can do so by taking their belongings to the front desk and having them tagged.

I use America Online and need to access the Internet. How can I do that from the Penn Tower?

If you have a laptop with a modem and an active account with an Internet service provider, you may use the telephone in your room to log on to your Internet server. The local dial-up numbers for America Online in Philadelphia are 569-2303 and 246-9043. If you do not use AOL, contact your Internet service provider for information on access from Philadelphia.

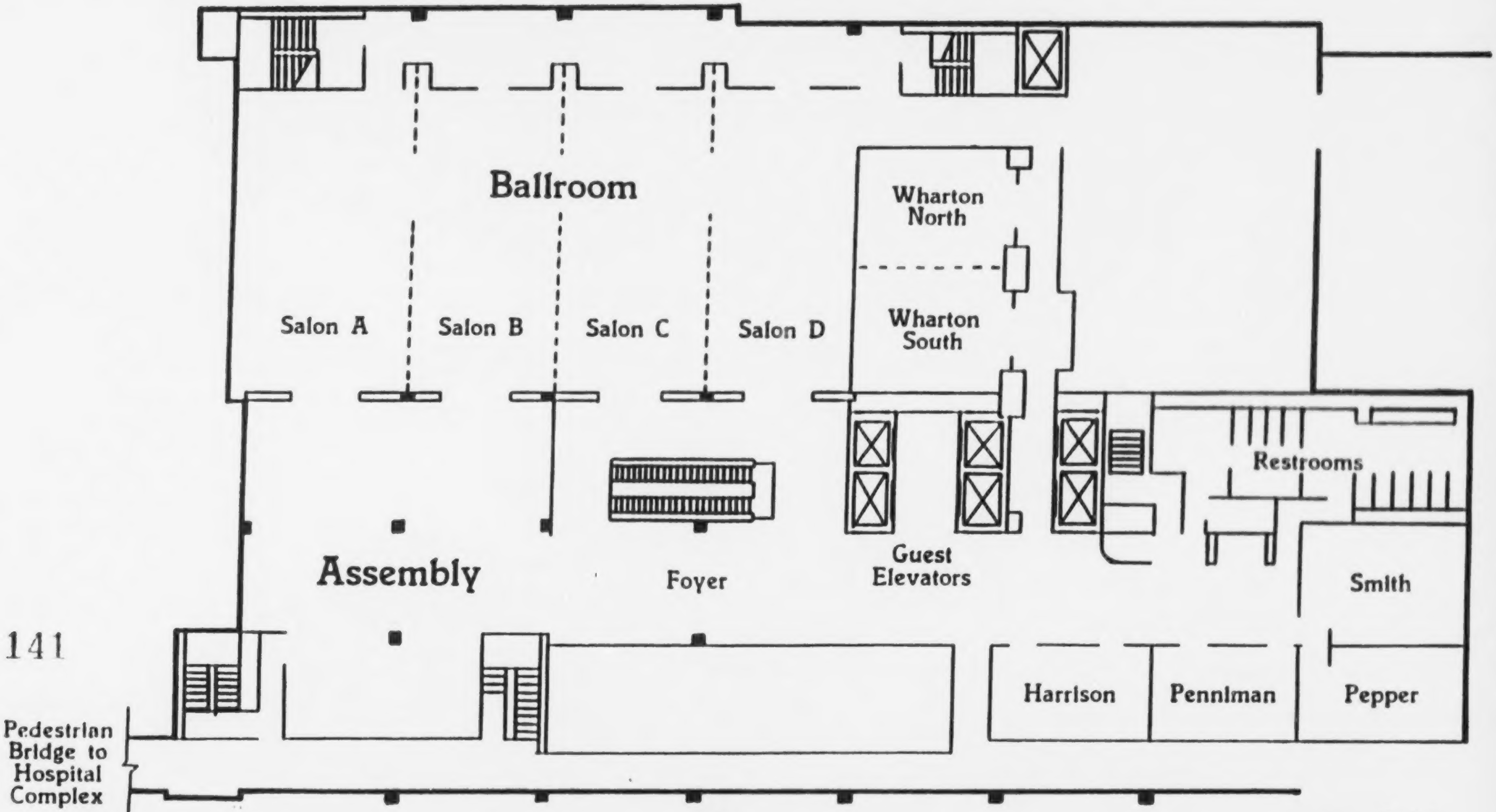
I would like to take an evening tour of the city. What is available?

On Tuesday evening at 6:30 there will be a trolley tour of the city. Spaces are available on a first come first served basis. Sign up for the tour on Monday at the Institute registration table. The cost of the tour will be $12. Those who are registered for the tour will meet in the lower lobby of the Penn Tower at 6:15 p.m. Please wear comfortable clothing and shoes.

I'm a smoker. Where in the Penn Towers complex may I smoke?

Participants who wish to smoke during breaks may do so immediately outside of the Penn Tower building or at the Penn Tower bar. Smoking is not permitted in conference rooms, the Assembly Room, or in Salon A.

Penn Tower Hotel Floor Plan


Ballroom
Wharton North
Wharton South
Salon A
Salon B
Salon C
Salon D
Restrooms
Assembly
Foyer
Guest Elevators
Smith
Harrison
Penniman
Pepper
Pedestrian Bridge to Hospital Complex

Acknowledgments

The planning, designing, implementing, and coordination of Pennsylvania State Administrators Institute occurred through the efforts and support of many people and organizations. All of these contributors worked collaboratively to produce this Institute which serves as a professional development opportunity for state administrators from a variety of adult programs from across the state.

The Institute is made possible through a Section 353 grant from the Pennsylvania Department of Education (PDE), Bureau of Adult Basic and Literacy Education. The Mayor's Commission on Literacy (MCOL) wishes to express its appreciation to PDE and Bureau Director Cheryl Keenan for their support to this project.

We would also like to recognize the topic facilitators for their hard work in designing and facilitating the sessions and also for the support they gave to the MCOL staff in planning for the Institute. We are especially appreciative to Lorraine Marino for her loyal support to the MCOL and for her wonderful advice in planning and designing this Institute.

The success of this Institute also hinges on the important role that the regional facilitators have lent to this project. Regional facilitators saw this as an exciting opportunity to work with their colleagues and to explore the challenges of being an administrator.

The invaluable support from the PDCs has enabled the MCOL to communicate effectively with all the agencies from around the state and to spread the word about this unique professional development opportunity for Pennsylvania administrators.

Many thanks to the staff at the Penn Towers for making sure the Institute participants have received the service they needed while spending time in the hotel and supporting the MCOL staff in coordinating the Institute. We would like to note the assistance that we received from Ron Purdum, Penn Towers Sales Manager, in making sure this Institute was a success.

The Commission would also like to acknowledge the information and materials that the Philadelphia City Representative's Office and the Philadelphia Tourist Bureau have made available to the participants of this institute.

The MCOL also wishes to acknowledge the efforts of Rose Brandt, the Executive Director of the Mayor's Commission on Literacy, for her guidance and direction on this project and Kevin Brady and Diane Inverso for their work in planning, designing, implementing, and coordinating the development of this professional development event. The Commission also appreciates the efforts of Jim Landers who shared his editorial expertise, design suggestions, and desktop publishing skills in putting together the institute binder.

Finally, many thanks to the MCOL staff for their ideas and continued support in making this a successful project.

Margarett Garrison
Karen Hadalski
Justine Hamilton
Rita Hayes
Linda Haywood
Deb Mansfield
Terry Martell
Jamie Preston
Isabel Vazquez
Karen Vorkapich

Agendas

Pennsylvania Adult Literacy Administrators Institute Agenda

SUNDAY REGISTRATION—6:00-9:00 p.m. in the Penn Tower lobby.

FIRST MORNING (Monday, December 7th)

FACILITATOR ORIENTATION—7:30-8:30

REGISTRATION AND CONTINENTAL BREAKFAST—7:30-8:30 (1 hour) in Assembly

GENERAL INTRODUCTORY SESSION—8:30-9:00 (30 minutes) in Salon A
General welcome; a discussion of purposes and topics; an explanation of the Institute's content.

REGIONAL GROUP MEETING—9:00-9:30 (30 minutes)
Introductions within the groups and time to complete a follow-up survey. Groups will be facilitated by representatives from each of the six regions.

Change rooms—9:30-9:40 (10 minutes)

FIRST TOPIC SESSION—9:40-12:40 (3 hours)
Participants assemble into the "topic" centered groups identified through the pre-Institute survey.

LUNCH—12:50-1:40 (50 minutes) in Assembly

FIRST AFTERNOON (Monday, December 7th)

Change rooms—1:40 - 1:50 (10 minutes)

REGIONAL GROUP MEETING—1:50 - 2:35 (45 minutes)
Regional groups will explore topics of particular interest that were identified in the pre-Institute survey.

Change rooms—2:35-2:45 (10 minutes)

SECOND TOPIC SESSION—2:45 - 5:45 (3 hours)
Participants come together in their second set of "topic" centered groups which will cover the six areas identified in the pre-Institute survey.

Agenda

SECOND MORNING (Tuesday, December 8th)

Continental Breakfast—8:30-9:15 (45 minutes) in Assembly

Third Topic Session—9:15-12:15 (3 hours)

Change rooms—12:15-12:25 (10 minutes)

Lunch—2:25-1:30 (65 minutes) in Assembly

SECOND AFTERNOON (Tuesday, December 8th)

Change rooms—1:30-1:40 (10 minutes)

Regional Group Meeting—1:40-2:25 (45 minutes)

Change rooms—2:25-2:35 (10 minutes)

Fourth Topic Session—2:35-5:35 (3 hours)

Participants will have the opportunity to take a trolley tour 6:30-8:30

THIRD MORNING (Wednesday, December 9th)

Continental Breakfast—8:00-8:30 (30 minutes) in Assembly

Fifth Topic Session—8:30-11:30 (3 hours)

Change rooms—11:30-11:40 (10 minutes)

Lunch—11:40-12:40 (60 minutes) in Assembly
During lunch there will be a brief farewell speech and celebration.

THIRD AFTERNOON (December 9th)

Change rooms—12:40-12:50 (10 minutes)

Regional Focus Group Meeting—12:50-1:35 (45 minutes)

Change rooms—1:35-1:45 (10 minutes)

Sixth Topic Session—1:45-4:45 (3 hours)

Completion of Final Evaluation—**4:45-5:00 (15 minutes)**

Topic Session Room Scheduling

(All Meeting Rooms are on the Bridge Level)

Topic Session	Room	Facilitators(s)
Conflict / Feedback Skills	Smith	Jones and Guynn
Managing Change	Harrison	Spann
Planning for Technology	Pepper	Crumel and Keene
Professional Development Planning	Penniman	Smith
Task / Process Balance	Wharton South	Kaufman, Steffen, and Bryant
Team Building	Wharton North	Littlejohn and Kent

ALL LUNCHES	Assembly
ALL GENERAL SESSIONS	Salon A

***Sunday Registration - Lobby Level**
***Monday Registration - Bridge Level**
***Coat Rack - Rear of Salon A**
Restrooms - on Bridge an Lobby levels.

Please Remember: keep valuables on your person at all times.

Topical Groups

Group A

Ellen McDevitt
Jean Spriggs
Jack Logan
Chuck Holbrook
Judy Honohan
Eunice Rush-Day
John Heisey
Debbie Thompson

Group B

Lawrence Hahn
Lisa Schmalzried
Jo Ann Weinberger
Janice Frick
Michael Tucci
Ellen Thomas
Tana Reiff
Janet James

Group C

Monica Matthews
Georgina Rettinger
Jean Fleschute
Evelyn Rogers
John Zhong
Claire Russell
Emma Williams
Ilsa Powell Diller
Valerie Njie

Group D

Richard Drucker
Carol Goertzel
Rachel Gibbs
Helen Hall
Donald Bender
Elizabeth Weil
Richard Detwiler
Karen Mundie

Group E

Anthony Delisi
Marcia Anderson
Cynthia Ferguson
Peggy McGuire
Patricia Fountain-Slowe
Yemi Olunloyo
Jeff Bostic
Mary Hohensee
Emma Johnson

Group F

Lynne Burke
Cheryl Feldman
Antoinette Falco
Rose Brandt
James Shindledecker
Jeffery Woodyard
Joan Breisch
Pat Scott

Topical Group Meetings - Group A

All Meeting Rooms are on the Bridge Level

Topic Group	Room	Times
Task / Process Balance	Wharton South	Monday 9:30 - 12:40
Conflict / Feedback Skills	Smith	Monday 2:45 - 5:45
Planning for Technology	Pepper	Tuesday 9:15 - 12:15
Professional Development Planning	Penniman	Tuesday 2:35 - 5:35
Managing Change	Harrison	Wednesday 8:30 - 11:30
Team Building	Wharton North	Wednesday 1:45 - 4:45

Topical Group Meetings - Group B

All Meeting Rooms are on the Bridge Level

Topic Group	Room	Times
Team Building	Wharton North	Monday 9:30 - 12:40
Task / Process Balance	Wharton South	Monday 2:45 - 5:45
Conflict / Feedback Skills	Smith	Tuesday 9:15 - 12:15
Planning for Technology	Pepper	Tuesday 2:35 - 5:35
Professional Development Planning	Penniman	Wednesday 8:30 - 11:30
Managing Change	Harrison	Wednesday 1:45 - 4:45

Topical Group Meetings - Group C

All Meeting Rooms are on the Bridge Level

Topic Group	Room	Times
Managing Change	Harrison	Monday 9:30 - 12:40
Team Building	Wharton North	Monday 2:45 - 5:45
Task / Process Balance	Wharton South	Tuesday 9:15 - 12:15
Conflict / Feedback Skills	Smith	Tuesday 2:35 - 5:35
Planning for Technology	Pepper	Wednesday 8:30 - 11:30
Professional Development Planning	Penniman	Wednesday 1:45 - 4:45

Topical Group Meetings - Group D

All Meeting Rooms are on the Bridge Level

Topic Group	Room	Times
Professional Development Planning	Penniman	Monday 9:30 - 12:40
Managing Change	Harrison	Monday 2:45 - 5:45
Team Building	Wharton North	Tuesday 9:15 - 12:15
Task / Process Balance	Wharton South	Tuesday 2:35 - 5:35
Conflict / Feedback Skills	Smith	Wednesday 8:30 - 11:30
Planning for Technology	Pepper	Wednesday 1:45 - 4:45

Topical Group Meetings - Group E

All Meeting Rooms are on the Bridge Level

Topic Group	Room	Times
Planning for Technology	Pepper	Monday 9:30 - 12:40
Professional Development Planning	Penniman	Monday 2:45 - 5:45
Managing Change	Harrison	Tuesday 9:15 - 12:15
Team Building	Wharton North	Tuesday 2:35 - 5:35
Task / Process Balance	Wharton South	Wednesday 8:30 - 11:30
Conflict / Feedback Skills	Smith	Wednesday 1:45 - 4:45

Topical Group Meetings - Group F

All Meeting Rooms are on the Bridge Level

Topic Group	Room	Times
Conflict / Feedback Skills	Smith	Monday 9:30 - 12:40
Planning for Technology	Pepper	Monday 2:45 - 5:45
Professional Development Planning	Penniman	Tuesday 9:15 - 12:15
Managing Change	Harrison	Tuesday 2:35 - 5:35
Team Building	Wharton North	Wednesday 8:30 - 11:30
Task / Process Balance	Wharton South	Wednesday 1:45 - 4:45

Mayor's Commission on Literacy
Pennsylvania State Administrators Institute

Regional Facilitator

	Agency	PDC
Marcia Anderson	Adult Literacy Lawrence County	NWPDC
Cheryl Feldman	District 1199C Training and Upgrading Fund	PPDC
Judy Honohan	Chester County O.I.C.	SEPDC
Janet James	Chatham College Adult Literacy Program	SWPDC
Monica Mathews	Mid-State Literacy Council	CNEPDC
Jeffrey Woodyard	Tri-County Opportunities Industrialization Center, Inc.	SCPDC

Regional Group Meetings

All Meeting Rooms are on the Bridge Level

Regional Session	Room	Times
Central Northeast PDC	Smith	**Monday** 9:00 -9:30 (Session 1) 1:50-2:35 (Session 2) **Tuesday** 1:40-2:25 **Wednesday** 12:50- 1:35
Northwest PDC	Penniman	**Monday** 9:00 -9:30 (Session 1) 1:50-2:35 (Session 2) **Tuesday** 1:40-2:25 **Wednesday** 12:50- 1:35
South Central PDC and PDE Representatives *	Harrison	**Monday** 9:00 -9:30 (Session 1) 1:50-2:35 (Session 2) **Tuesday** 1:40-2:25 **Wednesday** 12:50- 1:35
Southwest PDC	Pepper	**Monday** 9:00 -9:30 (Session 1) 1:50-2:35 (Session 2) **Tuesday** 1:40-2:25 **Wednesday** 12:50- 1:35

Regional Group Meetings - Continued

All Meeting Rooms are on the Bridge Level

Regional Session	Room	Times
Philadelphia PDC	Wharton North	**Monday** 9:00 -9:30 (Session 1) 1:50-2:35 (Session 2) **Tuesday** 1:40-2:25 **Wednesday** 12:50- 1:35
Southeast PDC	Wharton South	**Monday** 9:00 -9:30 (Session 1) 1:50-2:35 (Session 2) **Tuesday** 1:40-2:25 **Wednesday** 12:50- 1:35

*** Members of the South Central PDC and the representatives from the PDE are in *the same* regional focus group.**

Conflict/Feedback Skills

Conflict/Feedback Skills

Successful organizations must integrate differences sufficiently so that collaboration can take place. All organizations inevitably contain a variety of view points, and learning styles which can be potentially valuable as a sources of agency strength. Effective managers must learn to draw on these disparate strains and learn to make the best use of divergent points-of-view. Administrators who provide a constant stream of constructive feedback have the most success in this area. This session will explore concrete methods for managing conflict and providing useful feedback.

Conflict/Feedback Skills Facilitators

Judith C. Jones

Judith C. Jones is the primary service provider of J. C. Jones & Associates, a human relations development firm, specializing in working with conflict and diversity education that focuses on skill development and coalition building. Judith grew up in Philadelphia, received her doctorate in political science from Atlanta University and has taught at Penn State University since 1985. Her diverse client base includes educational institutions, profit and nonprofit organizations, and government agencies such as CoreStates, Church Women United, the Anne Frank Institute, Haverford College, Woodstown High School, Women's Prison Association, Action Reconciliation Service for Peace, Good Shepherd Neighborhood House, the Department of Veterans Affairs, the Defense Logistics Agency, and the Social Security Administration.

Matthew R. Guynn

Matthew Guynn served from 1996-98 as coordinator of Training for Change, a nonprofit social change training center in Philadelphia, where he developed an intern supervision program. He served as a board member for the New Society Educational Foundation in Philadelphia, is currently the treasurer of the board for One Earth Peace Assembly in New Windsor, MD, and has worked recently on a denominational task team within the Church of the Brethren to develop curriculum for conflict education. His 1998 training clients have included the Church of the Brethren Conflict Resolution Teams, Brethren Volunteer Service, and students from four colleges, a high school, and a seminary.

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SUMMARY OF "STYLES"

DIRECTING - An individual pursues her/his goal at the expense of the other's goal, and sometimes, at the expense of the relationship. Deriving power from expertise, authority, position, and/or majority rule, s/he seeks to "win" as a means of resolving the conflict. **In an extreme form, this style can lead to the injury of people and relationships.**

> **Appropriate when:** the relationship is not important; in an emergency situation; processing trivial issues, it is the agreed upon mechanism.

AVOIDING - An individual seeks to resolve the conflict without explicitly pursuing her/his goals or without pursuing the maintenance of the relationship. As a result, the avoiding response does not involve open discussion of the issues in conflict. **When used excessively, this style can facilitate the denial of conflict, thereby causing the gradual disintegration of healthy relationships.**

> **Appropriate when:** the issue and relationship are not important: a cooling off period is needed; the timing is not right.

ACCOMMODATING- An individual seeks to resolve the conflict without explicitly pursuing her/his goals while actively pursuing the maintenance of the relationship. As a result, the accommodating response involves facilitating the achievement of the other's goals. **Those utilizing this approach excessively ignore, suppress, or deny their own goals in order to satisfy the goals of the other party, often causing the deterioration of healthy relationships.**

> **Appropriate when:** the issue and one's goals are not important or relevant and preserving the relationship is extremely important.

COMPROMISING - **The individual** using this style allows for the partial realization of the other's goals even though, in doing so, s/he obtains only partial realization of her/his goals. The compromising approach typically includes each party giving up something and gaining something in order to achieve resolution. **People using this style to excess miss opportunities for creative solutions and instead settle for a solution that all parties consider inadequate which, in turn, leads to a sense of frustration and future "flare-ups" around the same issue(s).**

> **Appropriate when:** cooperation is important but time or resources are limited; the issues are important but do not warrant extensive collaboration; there is a danger of stalemate; a temporary, interim solution is required.

COLLABORATING - The individual attempts to fully achieve his/her goals while also maintaining the relationship and facilitating the full realization of the goals of the other. In the collaborating response, emphasis is placed on understanding each other's specific values and interests from which an acceptable solution is derived. **In using this style to excess, people cause a sense of "analysis paralysis" in which parties tot he the dispute feel frustrated over the length of the deliberations, the lack of action and/or clear direction, and the sense that the process is "making a mountain out of a mole hill."**

> **Appropriate when:** the relationship and goals are both significant and there is sufficient time and commitment to resolve the conflict.

J. C. Jones & Associates, Philadelphia, PA.

HOW YOU ACT IN CONFLICTS

The proverbs listed below can be thought of as descriptions of some of the different strategies for resolving conflicts. Proverbs state traditional wisdom, and these proverbs reflect traditional wisdom for resolving conflicts. Read each of the proverbs carefully. Using the following scale, indicate how typical each proverb is of your actions in a conflict.

5 = very typical of the way I act in a conflict
4 = frequently typical of the way I act in a conflict
3 = sometimes typical of the way I act in a conflict
2 = seldom typical of the way I act in a conflict
1 = never typical of the way I act in a conflict

___ 1. It is easier to refrain than to retreat from a quarrel.
___ 2. If you cannot make a person think as you do, make him or her do as you think.
___ 3. Soft words win hard hearts.
___ 4. You scratch my back, I'll scratch yours.
___ 5. Come now and let us reason together.
___ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.
___ 7. Might overcomes right.
___ 8. Smooth words make smooth ways.
___ 9. Better half a loaf than no bread at all.
___ 10. Truth lies in knowledge, not in majority opinion.
___ 11. He who fights and runs away lives to fight another day.
___ 12. He hath conquered well that hath made his enemies flee.
___ 13. Kill your enemies with kindness.
___ 14. A fair exchange brings no quarrel.
___ 15. No person has the final answer but every person has a piece to contribute.
___ 16. Stay away from people who disagree with you.
___ 17. Fields are won by those who believe in winning.
___ 18. Kind words are worth much and cost little.
___ 19. Tit for tat is fair play.
___ 20. Only the person who is willing to give up his or her monopoly on truth can ever profit from the truths that others hold.
___ 21. Avoid quarrelsome people as they will only make your life miserable.
___ 22. A person who will not flee will make others free.
___ 23. Soft words ensure harmony.
___ 24. One gift for another makes good friends.
___ 25. Bring your conflicts into the open and fact them directly, only then will the best solution be discovered.
___ 26. The best way of handling conflicts is to avoid them
___ 27. Put your foot down where you mean to stand.
___ 28. Gentleness will triumph over anger.
___ 29. Getting part of what you want is better than not getting anything at all.
___ 30. Frankness, honesty, and trust will move mountains.
___ 31. There is nothing so important you have to fight for it.
___ 32. There are two kinds of people in the world, the winners and the losers.
___ 33. When one hits you with a stone, hit him or her with a piece of cotton.
___ 34. When both give in halfway, a fair settlement is achieved.
___ 35. By digging and digging, the truth is discovered.

J.C. Jones & Associates, Philadelphia, PA

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Scoring

Avoiding	**Directing**	**Accommodating**	**Compromising**	**Collaborating**
__ 1.	__ 2.	__ 3.	__ 4.	__ 5.
__ 6.	__ 7.	__ 8.	__ 9.	__ 10.
__ 11.	__ 12.	__ 13.	__ 14.	__ 15.
__ 16.	__ 17.	__ 18.	__ 19.	__ 20.
__ 21.	__ 22.	__ 23.	__ 24.	__ 25.
__ 26.	__ 27.	__ 28.	__ 29.	__ 30.
__ 31	__ 32.	__ 33.	__ 34.	__ 35.
__ Total	__ Total	__ Total	__ Total	__ Total

The higher the total score for each conflict strategy, the more frequently you tend to use that strategy. The lower the total score for each conflict strategy, the less frequently you tend to use that strategy.

DESIGN FOR PENNSYLVANIA ADMINISTRATORS INSTITUTE
CONFLICT/FEEDBACK SKILLS WORKSHOP, Dec. 7-9, 1998

Judith C. Jones, Matthew Guynn
Tel. 215-848-9539; Fax 215-848-5144

WORKSHOP GOALS

- To use workshop as a think-tank to reflect about your experience with conflict and feedback.
- To provide opportunities for you to practice using skills in giving praise and accurate, helpful, and motivational performance feedback.
- To have fun together.

- Agenda Review
  Introduction of participants & facilitators
- What do PA's do well regarding conflict?
- What are the challenges regarding conflict?
- Styles of conflict
- How to Give Feedback
- Next Steps - Taking It Back Home
- Evaluation, closing

J. C. Jones & Associates, 421 School House Lane, Unit 29, Philadelphia, Pa 19144

The Conflict Resolution Process

as presented by Dudley Weeks

The Eight Essential Steps to Conflict Resolution by Dudley Weeks, Ph.D., Los Angeles: Jeremy P. Tarcher, Inc. 1992, as summarized by the Conflict Resolution class at Quinebaug Valley Community-Technical College, Danielson, CT.

Overview of the "Conflict Partnership Process"
summarized by Tyla Baff

Conflict Partnership is a process that empowers people to build mutually beneficial relationships and to resolve conflict effectively. Try following its **eight steps**:

1. Create an Effective Atmosphere
2. Clarify Perceptions
3. Focus on Individual and Shared Needs
4. Build Shared Positive Power
5. Look to the Future, then Learn from the Past
6. Generate Options
7. Develop "Doables"
8. Make Mutual Benefit Agreements

The "partnership process" is based on the following five principles. Keep them in mind whenever you are involved in a conflict:

1. Think **"we,"** rather than **"I versus you"** - working together helps solve conflicts.
2. Try to keep in mind the **long term** relationship.
3. Good conflict resolution will **improve** the relationship.
4. Good conflict resolution **benefits both parties.**
5. **Conflict resolution** and **relationship building** go hand in hand.

The Eight Steps

Step 1 - Create an Effective Atmosphere
summarized by Lisa Courtemanche

Creating an effective atmosphere is a very important step in the conflict resolution process. It is more likely for mutual agreements be reached when atmosphere is given careful consideration. When thinking about atmosphere, remember these ideas:

- **Personal preparation** -- doing all you can to ready yourself in positive ways to approach issues honestly and openely.

- **Timing** -- choosing a time that is best for all parties involved. A time in which no one is feeling pressed to move on or pressured in other ways.
- **Location** -- where you meet is as important as when you meet. It is best to pick a place where all parties can feel comfortable and at ease.
- **Opening statements** -- try to start out on a good note. Good openings are ones that let others know you are ready and willing to approach conflict with a team-like attitude that focuses on positive ends. They should also ensure the trust and confidentiality of the parties involved.

Step 2 - Clarify Perceptions
summarized by Michele Schlehofer

Clarify individual perceptions involved in the conflict. You can't solve a problem if you don't know what it is about.

1. **Sort the parts** of the conflict - ask what it is about.
2. **Avoid ghost conflicts** -- get to the heart of the matter and avoid side issues.
3. **Clarify** what, if any, values are involved.
4. Recognize that the parties involved **need each other** to be most effective.

Additionally, clarify your perceptions of the other party.

1. Avoid stereotyping.
2. Listen carefully.
3. Recognize the other's needs and values.
4. Empathize - ask why they feel the way they do.
5. Clear up misconceptions you may have of them.

Step 3 - Focus on Individual and Shared Needs
summarized by Tara Auger

Expand on shared needs. Realize that you need one another in order to successfully resolve conflicts. Be concerned about meeting others needs as well as your own. When you take the time to look, you will recognize that individuals often share needs in common.

Step 4 - Build Shared Positive Power
summarized by Ted Rupar

Power is made up of people's outlooks, ideas, convictions, and actions. A positive view of power enables people to be most effective. A negative outlook on power proves *disempowering*. Instead of "power with," it encourages "power over." **Positive power** promotes building together and strengthening partnerships. When parties in conflict have this outlook, they can encourage each other to use shared positive power. This gives an ultimate advantage to all involved because each person's positive energy is being drawn upon for a worthwhile solution.

Step 5 - Look to the Future, then Learn from the Past
summarized by Denise Dagle

Don't dwell on negative past conflicts, or you won't be able to deal positively in the present or the future. Try to understand what happened in the past, and avoid repeating the same mistakes over.

Don't get stuck in a rut; learn from past conflicts and be forgiving. Let others know "I'm not mad at you, I'm mad at what you did."

Step 6 - Generate Options
summarized by class

1. Beware of preconceived answers.
2. Look for common threads.
3. Make sure options are workable for all parties involved.
4. Set aside disagreements and focus on options that seem most workable.
5. Avoid spin-off conflicts by bypassing options that won't work for all involved.

In Generating Options:

1. Ask first for the conflict partner's options -- listen and learn.

2. Try free-flowing options:

    - make new suggestions
    - write them down
    - wait to discuss them till they're all out on the table
    - group similar options together
    - narrow down the list
    - predict possible outcomes
    - look at all ideas, no matter how silly they may seem
    - Imagine

3. Identify Key Options: these are ones that will:

    - meet one or more of the shared needs
    - meet individual needs and are compatible with other's needs
    - use mutual positive power
    - improve the relationship
    - be at least acceptable but preferably satisfying to all involved

4. When looking at options, don't let past experiences cloud present perceptions and decisions.

Step 7 - Develop "Doables" -- Stepping-Stones to Action
summarized by Rosita Gluck

Doables are specific actions that have a good chance at being successful. Doables are:

- the ideas that have the best chance at success
- steps that never promote unfair advantages on any sides
- found on shared input and information from all parties
- trust builders - they add confidence in working together
- actions that meet shared needs

Step 8 - Make Mutual Benefit Agreements

summarized by Deb Shuron

Mutual-Benefit Agreements should give you **lasting** solutions to specific conflicts.

1. Instead of demands, focus on **developing agreements** and find **shared goals** and needs.
2. Build on "Doable" things by working on the smaller **stepping-stone** solutions.
3. Pay attention to the **needs of the other person** in addition to your own interests.
4. Recognize the **"givens"** - basic things that **cannot** be altered or compromised.
5. Clarify **exactly** what is expected of you in the agreement - your individual responsibilities.
6. Keep the **conflict partnership** process going by using and sharing these skills with others.

Special topics

Handling Anger

It's alright to feel anger, but we should not allow it to rule. Instead, we should identify the source of our anger and then try to move past it. When this is done, we can focus on the positive steps of conflict resolution. In partnerships, the idea is not to break down - it is to **focus on building up.**

Dealing With People Who Only Want Things Their Way

summarized by Sharon Caron

Effective conflict resolution is not deciding who gets their way. Using conflict partnership skills can help you find a resolution that is "getting our way," even with people who seem locked in a pattern of "either your way or mine."

When the other party seems to be defining conflict resolution as an "I-versus-you" struggle:

- try extra hard to set a partnership atmosphere
- state clearly that you see conflict resolution as a process in which you need each other
- focus on shared needs and shared power
- generate specific options and doables that will improve the relationship for both of you

If the other party is focusing on power or control and thinking losing either will weaken them:

- focus on developing an "our" power attitude
- recall times that effective shared power has worked for the relationship in the past

When the other party focuses on controlling the situation rather than on the needs of the situation:

- encourage them to talk about what they think the needs of the situation really are
- try to come up with doables based on those needs

Dealing with Conflicts that Involve an Injustice

summarizied by Sharon Caron

An injustice involves a violation of values or principles that are important to you.

1. Make sure that you understand the differences between behavior that is unjust and behavior you simply do not like.
2. If you're confident that a conflict does indeed involve an injustice, you need to tell the other party involved how see what has occurred.
3. Focus on the behavior, not on the person. In injustice situations, we often hear people saying, "You aren't fair!" This kind of statement could result in a reply such as "Well, if you think I'm an unfair person, then I guess we have nothing to talk about." A better way to handle this would be to start with a positive opening statement such as, "I feel what you did was unfair, and I want to understand why you did it. Were you aware I might feel unjustly treated? Would you feel unjustly treated if someone did that to you?" This is more likely to result in a positive response and some feedback.
4. Clearly state when you think an injustice has been done. Do it in a way that encourages positive behavior and successful resolution.

You could:

- Ask what alternate behavior could have been used.
- Ask them to put themselves in your shoes to understand how you were affected by their behavior.
- Focus on the positive by reminding them of past examples when their fair behavior resulted in good partnership resolution.

Please send your comments to:

- Professor Jock McClellan, EdD., Quinebaug Valley Community-Technical College, Danielson, CT., at QV_McClellan@apollo.commnet.edu.

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Conflict Resolution Class at QVCTC

Advice and Resources

On the Internet and in Northeast Connecticut

Information on Conflict in General

- Weeks' Eight Step *Partnership Process* for conflict resolution.
- Get an interview with author Dudley Weeks.
- Internet resources on conflict.
- Rape: Questions, Answers, & Facts
- Connecticut Social Services
- Questionnaire to help you think about your ways of handling conflict.

Information for Teens

- Teen conflict homepage.

Information for Parents

- Parents Page

Fall 1996 Conflict Resolution Class

- "I Messages"

You are the 00007334 to visit this page since June 26, 1997.

Please send your comments to:

- Professor Jock McClellan, EdD., Quinebaug Valley Community-Technical College, Danielson, CT., at QV_McClellan@apollo.commnet.edu.

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Conflict Resolution Questionnaire

How Do You Deal with Conflict?

Answer the questions below as a way of examining how you deal with conflict. The survey was designed by members of Jock McClellan's 1993 class on Conflict Resolution. The questions are based primarily on the methods recommended by Dudley Weeks in *The Eight Essential Steps to Conflict Resolution* (Los Angeles: Jeremy Tarcher, 1992), as well as on principles in Roger Fisher's and William Ury's *Getting to Yes* (Penguin Books, 1991).

First, print the survey. Then use the print-out to rate each of the following statements from **1 - 5** using the ratings below to indicate how often you do as the statement says. Please write your responses in the **LEFT** column of dashes. Answer the questions to portray your most usual way of dealing with conflicts like those at home or at work. Do not take long on any question. Give your initial reaction. The more honest your answers, the more useful the results will be. When you are through, go to the pages with instructions for scoring and interpretation.

1. **Almost never**
2. **Occasionally**
3. **Half the time**
4. **Usually**
5. **Almost always**

1. ____ / ____ I feel that conflict is a negative experience.
2. ____ / ____ When I resolve a conflict, it improves my relationship.
3. ____ / ____ I am afraid to enter into confrontations.
4. ____ / ____ I feel that in conflicts someone will get hurt.

V ____

5. ____ / ____ When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting.
6. ____ / ____ I feel it is important where a conflict takes place.
7. ____ / ____ I try to make people feel comfortable when meeting with them about a conflict.
8. ____ / ____ When I start to discuss a conflict with the other party, I choose my opening statement carefully to establish positive realistic expectations.

A ____

9. ____ / ____ I state my true feelings when dealing with conflict.
10. ____ / ____ During a conflict I ask questions to clarify a statement that I'm not sure of.
11. ____ / ____ I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict.
12. ____ / ____ In conflict my reactions are based on how I think the other party perceives me.

C ____

13. ____ / ____ I feel that only my needs are important.
14. ____ / ____ I feel for a relationship to last, the needs of both parties must be considered.
15. ____ / ____ In a conflict I strive to distinguish between real needs and desires.
16. ____ / ____ In order not to harm the relationship, I may temporarily put aside some of my own less important personal wants.

N ____

17. ____ / ____ I share my positive attitude, hoping they will do the same.
18. ____ / ____ I find it necessary to overpower others to get my own way.
19. ____ / ____ I am aware of the other person may need to feel in control of the conflict.
20. ____ / ____ In a conflict, I believe there should be no upper-hand.

P ____

21. ____ / ____ I find it easy to forgive.
22. ____ / ____ I bring up old issues from the past during a new conflict.
23. ____ / ____ When dealing with a conflict, I consider the future of the long-term relationship.
24. ____ / ____ In conflict I try to dominate the other party.

F ____

25. ____ / ____ I listen with an open mind to alternative options.
26. ____ / ____ I feel there is just one way to solve a problem.
27. ____ / ____ When dealing with a conflict, I have preconceived notions about the other party that I am unwilling to let go of.
28. ____ / ____ I can accept criticism from others.

O ____

29. ____ / ____ I feel that winning the war is more important than winning the battle.
30. ____ / ____ I strive for a complete and genuine resolution of a conflict rather than settling for a temporary agreement.
31. ____ / ____ When dealing with a conflict I have a pre-determined solution to the outcome.
32. ____ / ____ I feel the need to control an argument.

D ____

33. ____ / ____ If I had my way, I win, you lose.
34. ____ / ____ When in a conflict with someone, I ask them to explain their position.
35. ____ / ____ I bargain to resolve conflict.
36. ____ / ____ At the end of a conflict, it matters to me that the other person's needs have been met as well as my own.

M ____

37. ____ / ____ I express anger constructively.
38. ____ / ____ In difficult conflicts, I would consider requesting a third party facilitator.
39. ____ / ____ I overlook my partners anger in order to focus on the real issues to conflict.
40. ____ / ____ I feel that it is okay to agree to disagree on specific issues in a conflict.

X ____

Total ________

Using the same **1-5** scale above, how often do you feel you are effective at resolving conflicts in a way that builds your long-term relationship with the other parties?

___ 1 Almost Never
___ 2 Occasionally
___ 3 Half The Time
___ 4 Usually
___ 5 Almost Always

- Scoring The Conflict Resolution Questionnaire
- Learning from the Survey
- Conflict Resolution - Main Page

Last updated on July 17, 1997
Questions? Comments? E-mail Jock McClellan

You are person # 00015185 *to visit this page since July 24, 1997.*

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References & Resources

ConflictNet

ConflictNet's web page contains links to various CR resources and organizatiosn on the net. ConflictNet also has newsgroups and resources available exclusively to subscribed members.

Conflict Resolution Contacts

A brief listing of contact information for conflict resolution and ADR organizations.

Dissertation Den

Useful dissertation and reference information. Oriented toward Polical Science.

Game Theory

The home page of an economics prof. at Drexel, this page includes information on the history and use of game theory.

Internet Reference

On-line reference for Social Scientists new to the Internet.

National Science Foundation

Information on the NSF, its projects & staff, and funding opportunities

Non-Profit Resources

IGC's listing of resources for non-profits, including new media technology, legal help, and *funding*.

Political Documents

Contains the full text of several political documents of interest.

General Interest

Here are some sites I find of general interest. As for relevance to conflict resolution, you can be the judge.

Creativity Home Page

After all, conflicts rarely get resolved by doing the same things in the same ways...

Institute for Social Inventions

Have an idea for an original way to transform society? Perhaps through conflict resolution? Each year the "best idea" is awarded 1,000 pounds.

New Civilization Network

A site for reflection, visioning, and practical steps toward a new civilization.

Click to go back

Scoring the Conflict Resolution Questionnaire

1. Reverse the scores for the 12 questions that give high scores for unrecommended responses.

Dudley Weeks says some responses to conflict lead to resolutions which build a relationship, and some do not. All **40** questions need to be on the same scale, giving a high number for desirable or effective responses and a low score for ineffective ones. But **12** of the questions are worded so that ineffective answers get a **"5"** instead of a **"1"**.

For example, question **#1** reads "**I feel that conflict is a negative experience.**" Weeks would say that someone who answers **"Almost always"**. a **"5"**, will probably have difficulty approaching a conflict and that this will reduce the person's effectiveness. Therefore that response deserves a low score, and the **"5"** needs to be reversed to a **"1"**. Doing this for the **12** questions will assure that all scores will be consistent, with higher scores going to **"better"** responses.

Please reverse the scores for the following questions: **1, 3, 13, 18, 22, 24, 26, 27, 31, 32, 33,** and **35**.

Reverse those questions by looking at the response given in the left hand column and writing in a reversed score in the right hand column as follows:

Answer: **Score:**
5 becomes 1
4 becomes 2
3 remains 3
2 becomes 4
1 becomes 5

2. For the questions that do not need to be reversed.

For the questions that do not need to be reversed. write the same number given in the left-hand answer column in the right-hand score column.

3. Compute sub-totals and the total.

The **40** questions are in groups of **4**, based on topics in Week's book. Add the scores for each group of **4** and put the result in the blank. (The letter is just an abbreviation for the topic of that group.)

Then add the sub-totals and enter the result in the **"Total"** blank.

4. Interpret the results, and learn from them.

The higher your scores, the more effective you are likely to be at finding resolutions that meet everyone's real needs and that build your long-term relationship. Of the **10** sub-totals, which were the highest? These are probably areas where you are effective. Which sub-totals were the lowest? These are probably areas where you might try a different approach. Use the sheet "Learning from the Survey" to understand where you might improve. Pick 2 or 3 of the questions with the lowest scores, and try out behaviors which might make you more effective at resolving conflicts productively.

- Conflict Resolution Questionnaire
- Learning from the Survey
- Conflict Resolution - Main Page

Last updated on July 17, 1997
Questions? Comments? E-mail Jock McClellan

Guideline for Conflict Resolution

Learning from the Survey

The higher your score on any question or section of the survey, the more likely you are to be effective at arriving at resolutions that meet both people's needs and that build the relationship. Low scores may indicate areas where you could increase your effectiveness.

For each question on the survey, some advice is given below. The advice was compiled by the Conflict Resolution class and is based primarily on Dudley Weeks' *The Eight Essential Steps to Conflict Resolution*, but also includes ideas from other sources, including *Getting to Yes* by **Roger Fisher** and **William Ury**. The guidelines are given in groups of four, corresponding to the ten lettered groups in the survey, which are in turn based on the topics or steps in Weeks.

For the questions or sections on which you got the lowest scores, read the guidelines and consider tying them.
They may help you be more effective.

V. VIEW CONFLICT AS NATURAL AND POSITIVE.

View conflict as a natural outgrowth of diversity among people, which can be addressed in a win-win way that strengthens your relationships. Remember the value of building your long-term relationship. View the resolution of the conflict and the building of the relationship as inter-related parts. Prevention works best.

1. View conflicts as opportunities for growth - for you and the other person, and for your relationship.
2. Handle the differences in a way that strengthens your relationship - together you will find more satisfying resolutions for this and future conflicts.
3. Address differences directly, realizing you are more likely to meet both your concerns and the other's if you discuss issues openly.
4. Separate the people from the problem, so you can protect the relationship while addressing the problem.

A. ATMOSPHERE.

Start by establishing an effective atmosphere that promotes partnership and problem-solving.

5. Meet with the other at a mutually satisfactory time, when you both have plenty of time and are free from distractions.
6. Meet in an equally acceptable place that is tranquil and gives you equal power.
7. Help the other feel comfortable and safe, affirming the importance of the relationship.
8. Start by saying you know the two of you can invent some solutions together that are mutually acceptable.

C. CLARIFY PERCEPTIONS.

Work with the other so both are very clear about what the conflict is really about. Eliminate ghost issues that arise from misperceptions. Separate the people from the problem. Acknowledge emotions as legitamate. Then face the problem together.

9. Be clear with yourself and with the other how you feel and how you perceive the problem Use **"I - Statements"** to tell the other how you feel, rather than **"You - Statements"** that blame. Assert your needs without attacking the other.
10. Ask questions to clarify your perception of the other's perceptions. Listen actively. Acknowledge what the other says.
11. Look at yourself honestly, clarifying needs and misperceptions.
12. Clear up misperceptions and stereotypes. Avoid pushing **"buttons."**

N. Note NEEDS, not wants.

Identify the needs that are essential to you. your partner, and your relationship.

13. Acknowledge the legitimate needs of the other, as well as those of your own. Recognize that there are usually multiple imterests. Fractionate the problem.
14. Recognize that sustaining your relationship requires meeting needs of both.
15. Distinguish between real needs and secondary desires. Identify the other's core goals you can support.
16. Postpone contentious demands that may damage the relationship until you and your partner have worked on meeting needs of the relationship first.

P. Produce Positive Partnership POWER.

Build **"power with,"** shared power which enables lasting resolutions and relations.

17. Be positive; be clear about yourself and your values. Keep reaching for the other's positive power and potential for constructive action. Recognize the power of effectiveness that comes from having the skills to develop the relationship, understand interests, invent options, and agree based on objective criteria.
18. Avoid negative **"power over,"** which wastes energy in seesaw battle, and which may backfire, not achieving your lasting goals. Treat others as you want to be treated.
19. Don't stereotype the other only by their negative power; keep options open for the other's constructive power. Don't ask who is more powerful; be optimistic about outcomes.
20. Work as a team, realizing you need each other's positive power to act effectively. Be unconditionally supportive of the relationship.

F. Focus on the FUTURE first, then learn from the past.

21. Forgive (which does not mean you approve). Acknowledge all fall short. Move beyond negative past; look to positive potential. Be hard on the problem and soft on the people.
22. Focus on the current issue. Don't pick old wounds. Learn from the past; recall good resolutions.
23. Remember the importance of the long-term relationship. Create images of an improved relationship resulting from effective resolution of the conflict.

24. Work as partners for mutually beneficial agreements which will nurture your relationship.

O. Open up OPTIONS for Mutual Gain.

25. Listen with an open mind to alternative options. Ask for the other's options first; learn from them.

26. Prepare for discussions by inventing several specific new options that meet shared needs. Don't view these as final goals, but as starting points. Together, brainstorm new possibilities. Separate inventing from deciding. Postpone critical discussion.

27. Beware preconceived answers. Look for common ground behind seeming oppositions. Avoid stereotypes.

28. Listen actively and acknowledge what is being said (which does not mean agreeing with it).

D. Develop "DOABLES," Stepping-stones to Action.

29. Develop small steps that lead you closer to a mutually healthy decision on larger issues. Chose ones that meet shared needs and that you have shared power to implement.

30. Do not rest with temporary fixes which are not sufficient to meet the long-term problem. As the three little pigs learned, solid construction will last.

31. View this as a cooperative process whose best outcome cannot be foreseen alone at the beginning.

32. You will have a more satisfactory outcome if all factions participate as equals. Understand that the others have interests and needs too.

M. Make MUTUAL-BENEFIT AGREEMENTS.

33. Avoid win-lose solutions, which damage the long-term relationship. Consider the needs of your partner, you, and your relationship, and you both will win. Avoid a contest of wills. Yield to reason, not pressure. Do not be a **"door-mat."**

34. Ask the other to clarify his/her interests; clarify your own.

35. Avoid barganing, posturing, demands, and threats, which kill cooperative problem-solving. Acknowledge non-negotiable elements. Focus on interests, not positions, but do build large agreements on small prior doables.

36. Be caretaker of the other's welfare as well as your own. Make agreements that meet objective, reasonable standards of fairness. Make agreements that meet the needs of both, and that build the relationship.

X. EXTRA Considerations.

37. Express anger constructively. Emotions are legitimate and communicate. Channel anger's energy. Focus on the angering behavior, not the person.

38. Define your best alternative to a negotiated agreement. Seek a third party facilitator when you and the other lack needed skills or when there seem to be intractable differences.

39. Hear the other's anger non-defensively. Don't react to emotional outbursts. Look for what is within it you can do something about it together.

40. Agree to disagree on specific value differences. Don't feel you have to agree on everything.

- Conflict Resolution Questionnaire
- Scoring the Conflict Resolution Questionnaire
- Conflict Resolution - Main Page

Last updated on July 17, 1997
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Managing Change

Managing Change

Administrators in adult literacy programs often face change on a number of different levels simultaneously: they may need to restructure their programs to deal with legislative changes on a state or national level; they may need to change staff responsibilities to coincide with new initiatives; they may need to determine the most effective uses for new resources-, or they may be faced with maintaining a level of consistency during a period of agency growth. This session is designed to provide administrators with some of the tools they need to effectively manage change on all of these levels.

Managing Change Facilitator

Niyonu D. Spann

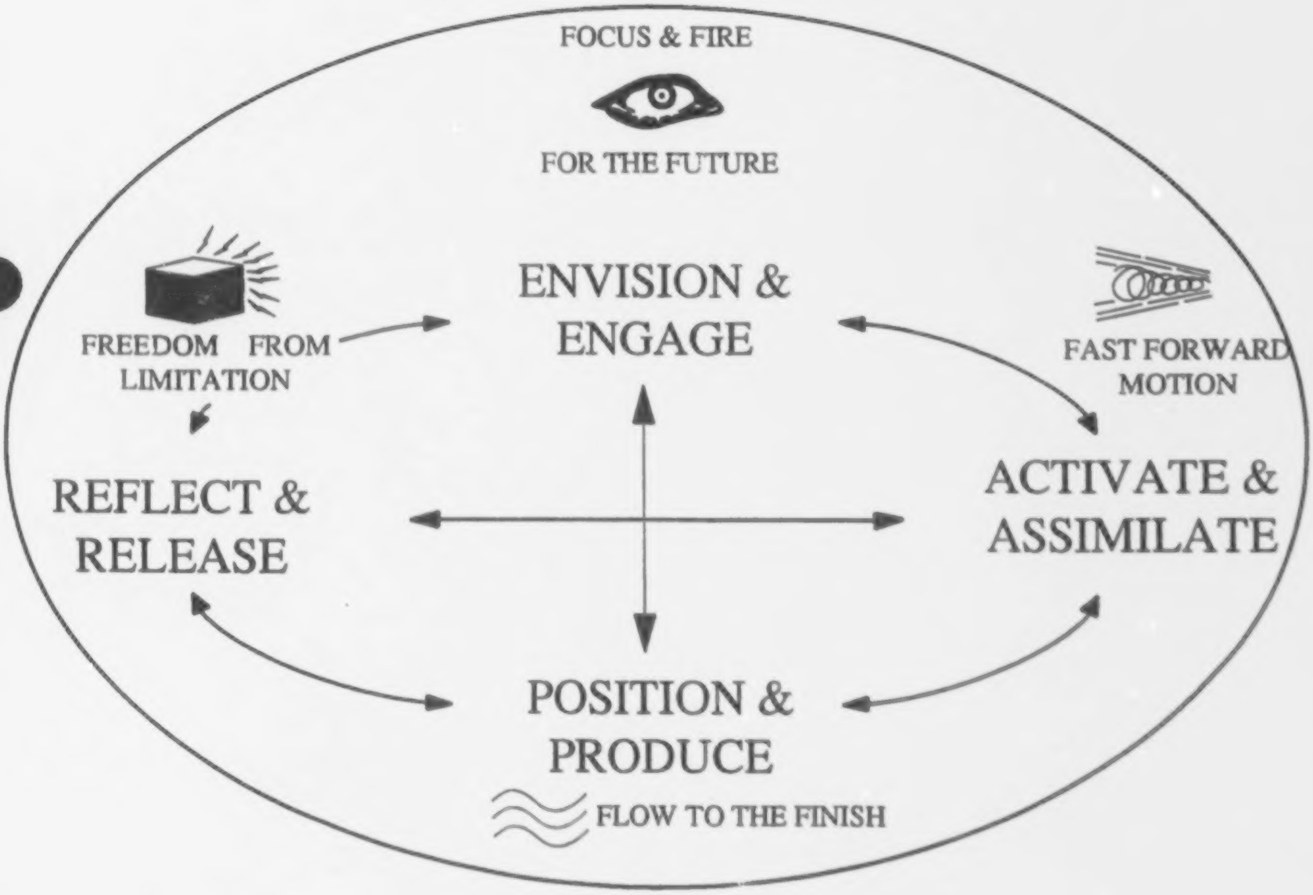
Niyonu D. Spann is Executive Director of The National Green Circle Program, a human relations program created in 1957 to enhance self awareness and promote intergroup understanding and a true valuing of human differences with children and adult groups. At the heart of Niyonu's work is the promise that individuals within the community, group, or organization have the knowledge which will increase effectiveness. The goal is to unfold and tap this source of information, and from this source to create a plan of action.

Niyonu received her MS in Human Resource Management as a part of the American University/National Training Laboratory where the training focused on organization development. At the Oberlin Conservatory of Music, Niyonu received her BS/BM with a focus on mastering the vocal arts. These two areas of focus have aided in her ability to help groups and organizations tap their creative resources while clearly structuring the process for the intended results.

As an organization development consultant and a musical artist, Niyonu has been successful in helping systems realize their full potential. Niyonu brings over 15 years of experience in strategic planning, group dynamics, diversity training, educational processes, social change and transformation.

The REAP Model for Creating & Managing Change

by Darya Funches



FOCUS & FIRE
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FREEDOM FROM LIMITATION
ENVISION & ENGAGE
FAST FORWARD MOTION
REFLECT & RELEASE
ACTIVATE & ASSIMILATE
POSITION & PRODUCE
FLOW TO THE FINISH

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Four Mindsets About Reality and Change

When it comes to our attitude about the power to create change, there are at least four mindsets governing how we see the world and how we are with others. We are TYRANTS when we act as if we are to create what we want by controlling or overriding the interests of others and the organization. Second, we are VICTIMS when we act as if we are subject to the control of others with more power, including "tyrants." When we do this, we feel boxed in or limited by the realities of work and our personal lives unless those with more power change the situation. Others are in control of the big picture (the organization) and the little picture (us). As a result we often experience ourselves as having no choice except to continue as we have in the past, though we may be dissatisfied. We are REACTORS when we act as if we are powerless and so are others. In this mindset, we often feel hopeless, and don't experience any potential for change on the part of ourselves or others. In the fourth mindset, we act as if we are to create what we want, as CO-CREATORS with a sense of harmony for the whole. We are responsible for our own situations. We also recognize the roles we and others play in creating the bigger picture in the organization. We take on responsibility for the self, share responsibility for the whole, act on the responsibility for both, and learn to receive support from all sources.

We are co-creating reality all the time, even if we operate from one of the other mindsets. The difference is that when you operate from the co-creation perspective, you know you are co-creating reality.

In situations of conflict between individuals or groups, the impact of being the tyrant or the victim in similar. These mindsets represent opposite sides of the same coin. We see this often in terms of the dynamics of cultural diversity, for example. The group that is on a lower rung of status in the society feels victimized by a higher level group whom they see as tyrannical. The higher level group sees itself as being victimized by the tyrannical demands of the lower status group. The two groups are closely connected through the mutual tension. Each is usually attached to their respective positions as a key part of who they are and what they think is possible to create and achieve.

We can all learn more about ourselves by identifying ways in which we have functioned in each of the four mindsets. Working with REAP effectively requires moving into the fourth mindset. The activities and techniques for creating change within this model help you to examine your role in creating and healing the past, present and future. The co-creation perspective helps to understand our behaviors in each of the other three perspectives.

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Consultant Darya Funches analyzes the term

Resistance–What Is It?

Blame. Denial. Internalized [illegible]sion. Attachment to identity. [illegible] are a few of the words Darya Funches of the REAP℠ Gallery uses to describe the resistance that many people experience when asked to improve diversity dynamics in the workplace. "The challenge with resistance," says Darya, "is to understand what it is, how it works, and how to learn from and use it for everyone's advantage."

"Resistance is bound energy," explains Darya. "We tend to think of resistance as negative when it comes to human awareness and change; yet we think resistance is positive when it helps us fight illness or potential harm," she says.

When it comes to diversity issues in the workplace and in society, Darya believes what we have now is, "resistance to parity." She says we have people who belong to the "more than" group and those who belong to the "less than" group. These terms allow us to see the relative status we attribute to different groups. (We all experience being the "more thans" and "less thans" in different parts of our lives.) Each group has a part in "co-creating" the current reality, and in resisting change. And each group has a part to play in creating a different future.

The following types of resistance play themselves out in the dynamics of diversity.

Blaming Others or "Denial of Self Responsibility"

"It's not my fault," is a common response to problems in the workplace. Darya says what happens is that "you see in the other what you cannot see or own within yourself. Then you blame (or credit) the other for these qualities, behaviors, actions and the results."

One common form of resistance is for one group to blame the other group for the entire problem without taking responsibility for the self. Darya says blame creates a seemingly infinite barrier that increases the "us" and "them" difficulties of diversity.

"Japan bashing" is a current example of this dynamic. We blame Japan for many of our economic difficulties. When we engage in this behavior, Darya says we overlook at least three aspects of reality: America has been and continues to manufacture products using Japanese parts; America ignored the increasing demands for quality for much too long, though we are working to catch up now; Americans have always made investments in other countries just as the Japanese are now investing in ours. She notes when Americans invest, we label it "good business." When the Japanese invest, we defensively respond, "they're taking over." In this case the Americans, as the "less thans," blame the Japanese, perceived as the "more thans."

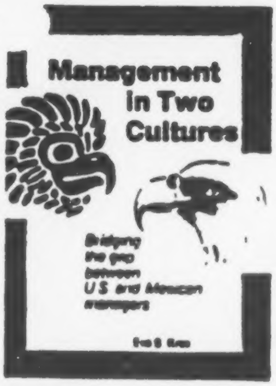
This also happens in reverse. "When it comes to AIDS, for example, many heterosexuals blame homosexuals for our problems with the disease. Those assigning the blame fail to see their part in co-creating this reality." Darya believes our approaches in the past often make the "more thans" on any given issue more responsible than the "less thans." She claims it is difficult for us to see that each group has a role in "co-creating" these situations.

Denial of Others' Reality

African American women sometimes struggle with appreciating Caucasian women's needs to be independent according to Darya. She says she often hears African American women say, "You want men to take you off a pedestal—I'd like to be on one for a change." In contrast, Caucasian women often see the strength and power of African American women in the workplace, but don't easily recognize their pain or vulnerability, even when they show it.

Darya contends that "more thans" often cannot tolerate hearing the experience of "less thans," and vice versa. To do so means letting go of resistance, and that may involve some risks. "If I truly take into account your reality, I may feel responsible or empathic. Then I will have to do something or consciously choose to do nothing. If I do something different, I will change, and I'll be in new territory. I may lose some of what I rely on to feel comfortable." This type of resistance can

Continued on page 15.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Resistance: What Is It?

Continued from page 14.

be found among all groups according to Darya. Shifting from this form of resis[illegible]ens people up to connecting with [illegible] in different ways. A new shared reality begins to develop that can result in systemic changes in the organization altering the status quo.

Internalizing Others' Beliefs

"When people adopt false external beliefs about who they are and act as if these are true, we have a case of internalized oppression," explains Darya. Allowing the larger society to define who you are is a form of resistance. At an early age, we may learn that we are members of the superior race or the inferior race; both learnings are false. We resist our own sense of what we think is true and accept these false beliefs in order to be accepted, loved or to survive.

Darya admits that we all need to hear messages, at early ages, that support our self concept and development, but these messages do not have to devalue others.

Accepting false external beliefs happens with all groups, and not just to the "less thans." Understanding this form of resistance helps us see how we "do it to ourselves," Darya asserts.

Attachment to Identity

This form of resistance is not well understood. "More thans" tend to say they don't think about their identity very much; "less thans" are frequently conscious of their identity. "In my experience, both groups are attached to identity, regardless of their awareness about it," states Darya. "You find out how attached Caucasians are to their identity when you ask if they would switch."

When identity becomes a box, as opposed to a passage way, it is a form of resistance to awareness and change. "We can see we are attached to being "more thans" and "less thans," states Darya. Often it is easier for us to see why the "powerful" would be attached to their position, than it is to recognize why the "less powerful" are attached to theirs. Both groups are resisting the truth of who they are.

Resistance comes into play because most of us don't know what is beyond the attachment. "We don't know about parity," Darya claims, "so we stay in the limited box of our respective identities, playing out the roles over and over again with one another."

To sum up, resistance is bound energy. When we respond to this energy in dysfunctional ways, Darya maintains we retard ourselves and the organization. If we attempt to change organizations without evoking or working with resistance, we are wasting our time.

The next time you are faced with intense resistance to a diversity issue, Darya recommends this strategy:

"Think of resistance as a box full of goodies to open immediately;

"Have a vision of where the energy needs to go once you open the box;

"Channel the energy and get out of the way!" ■

Darya Funches is chairwoman and CEO of "The REAP Gallery, and chairwoman of the Board of the NTL Institute in Alexandria, Va. She may be reached at 740 Bellevue Ave. E., Ste. 704, Seattle, WA 98102, (206) 328-3310, or at 4821 Iowa Ave. NW, Washington, D.C. 20011, (202) 723-0602.

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John P. Fernandez

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John P. Fernandez, Ph.D. is a consultant and speaker with over 20 years experience and 8 published books on human resources issues. He has acted as a consultant to such diverse clients as AT&T, ARCO Chemical and IDS (American Express). He is also a recognized authority on all phases of survey research. As president of **Advanced Research Management Consultants**, a Philadelphia-based training, consulting and research organization, Fernandez assists corporations and organizations in facing the workforce challenges of the 90's.

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Focus on Basics

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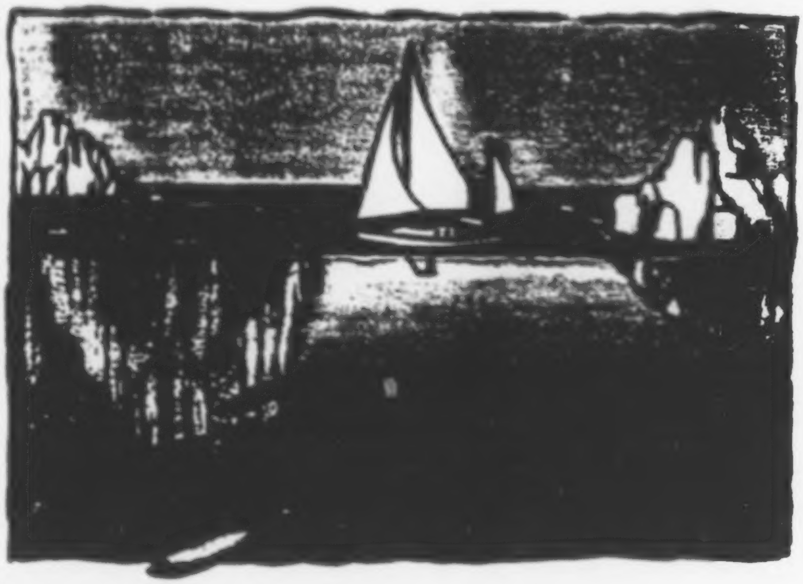

Why is Change So Hard?

Theories and thoughts about the organizational change process

by Marcia Drew Hohn

As one of the directors of the Massachusetts system of state literacy resource centers, I have helped introduce and advance many organizational change initiatives. My office has offered training, technical assistance, political forums, and management round tables to promote and assist the organizational change process. Despite these efforts, good intentions on all sides, and much hard work, many of these initiatives disappeared into programmatic black holes. Programs recognized the need to change and reached out for help, but often got stuck. I was puzzled. What was going on here? Do organizations inherently resist change? To start answering these questions, I investigated the organizational change process as it is experienced in program and staff development. In this article, I will share some of the insights I gained and take you on a journey of ships, seas, winds, and icebergs (and, to be honest, I thought up this iceberg stuff long before the recent release of the movie "Titanic").

Continued on page 3

Focus on Basics is the quarterly publication of the National Center for the Study of Adult Learning and Literacy. It presents best practices, current research on adult learning and literacy, and how research is used by adult basic education teachers, counselors, program administrators, and policymakers. *Focus on Basics* is dedicated to connecting research with practice, to connecting teachers with research and researchers with the reality of the classroom, and by doing so, making adult basic education research more relevant to the field.

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National Center for the Study of Adult Learning and Literacy

WORLD EDUCATION

Welcome to *Focus on Basics*

Dear Readers,

Staff developers dedicate their careers to it. Researchers hope their findings will bring it about. Policymakers believe they can legislate it. Teachers do it all the time. What is it? Change. In this issue of *Focus on Basics*, we examine both organizational and individual change, and consider the staff development models that foster them.

Marcia Drew Hohn starts us off with a look at some theories of organizational change. The only truly transformative change, she points out, is one that involves a paradigm shift: a fundamental rethinking of premises. This is best done within a change-friendly environment, where information is shared and staff are encouraged to take risks. Bringing this about, she cautions, is not easy.

Change is happening somewhat more easily since director Hilary Stern instituted weekly reflection meetings for staff at CASA Latina, an adult literacy program in Seattle. Reducing staff turnover — a common problem in adult basic education — also served to increase commitment to long-term change. See the article on page 12 for more on this organization's strategies and struggles.

A program in Knox County, Tennessee, is undergoing a paradigm shift. Staff are using Malcolm Baldridge Criteria for Performance Excellence, an approach developed in the business community and adapted for educational institutions, to examine systematically their operations and improve them. They have learned, write authors Jane Cody, James Ford, and Kathleen Hayward, that being orderly and using data to make decisions does not necessarily mean 'bureaucratic.'

Teacher-educator Virginia Richardson examines the premise that teachers are reluctant to change. Teachers change all the time, she has found. The question then becomes: What sort of change will lead to student success, and how can it be fostered? She shares her views in the article that begins on page 7.

Sometimes change is unplanned. Immersion in a truly learner-centered process caused Edith Cowper to rethink her ideas about what it means to be learner-centered. She soon had a chance to put her newly honed beliefs into practice. Jereann King also had to grapple with what it means to be learner-centered, in her case when facilitating a group with an agenda and values quite different from her own. The facilitator and the learners all learned and changed, as should be the case.

• • •

We at NCSALL are always learning and changing. In the last issue of *Focus on Basics*, we published the results of an important new research study on the economic impact of the GED. A few readers pointed out that some of the hypothetical examples given in an exploration of the reasons for the results can be construed as racist, and by not noting those as such, we were condoning such actions. We certainly do not condone racism in any form, and apologize for any appearance we gave of doing so. We thank our readers for their thoughtful comments and will watch more carefully for this in the future.

Sincerely,
Barbara Garner
Barbara Garner
Editor

making sense of all the information that bombards us daily (Maguire, 1987; Wheatly, 1992). Ten years ago, paradigms were rarely applied to the analysis of organizations. Now, organizations regularly discuss and strategize about shifting paradigms. The idea that organizations can shift their paradigms is extremely powerful. It means that individuals and groups can define how they view and interpret the world around them, and begin organizing behavior around new way of thinking that can significantly transform organizations.

Systems Theory

At this time in history, we seem to be caught between two ways of thinking: analytical, expressed by the machine metaphor, and synthetical, which seeks interconnectedness and wholeness as expressed in metaphors such as webs, fluid mosaics, and rivers. In the analytical way of thinking, the world is seen as a machine. The underlying assumption is that phenomena can best be understood by being broken down, reduced into individual parts, and examined part by part. In this school of thought, the scientific method, objectivity, linear thinking, either-or thinking, and competition are promoted and presumed to be free from values and independent of context.

Synthetical thinking, or 'systems' thinking, popularized for organizations by Peter Senge (1990) and Meg Wheatley (1992), emphasizes putting things together. In this view, the system as a whole is more than the sum of its parts. Localness, harmony, cooperation, and a sense of mutual dependence are promoted, contextualized in the values and meaning systems of those involved. Systems theory, being about a world view, helps us understand paradigms. Systems theory helps us understand how deeply ingrained assumptions about how the world works shape our habits and minds and our society's organizations and institutions in a continuous process of reinforcement.

In the organizational realm, Morgan (1997), an organizational theorist and consultant, writes that old ways of thinking, represented by the machine concept of the world, are so ingrained in us that they are difficult to recognize, let alone shake off. They have been the basis for the educational and political structures and social institutions that guide our lives. Therefore, "...we get stuck in taken-for-granted ways of thinking and stuck in actions that are inappropriate for dealing with the problems and situations at hand. We operate in narrow, technical concerns, characteristic of the machine age" (p. 277). We are unable to make the transformative organizational changes needed to increase our productivity and address problems creatively.

> *"...old ways of thinking ... are so ingrained in us that they are difficult to recognize, let alone shake off."*

Three-Pronged Process

Kurt Lewin (1951), the father of organizational development, saw change as a three-pronged process: unfreezing, moving, and refreezing. Unfreezing involves loosening or melting ways of thought, behaviors, or sets of often unconscious behaviors that work against productivity in solving social problems and conflict. Once the ices of thought patterns or behaviors inhibiting productivity are melted, they flow into more natural channels until cooled enough to refreeze in more functional and congruent patterns. The new patterns remain until they are once again challenged by the perception of the need to change again. Lewin's formula for change is elegantly simple but fearsomely difficult to put into practice. Fortunately, Gareth Morgan (1997) has introduced a way to actualize Lewin's concept of the change process.

Imaginization

Morgan, an organizational theorist and consultant, introduced the term and process "imaginization" as a way to break free from habits of the mind and heart into space that allows for acting differently within organizations, to unfreeze, move and refreeze. Morgan sees metaphor as the primary means through which we forge our relationship to the world. According to Morgan, the images we hold of ourselves and the world can either constrain or expand our potential for transformation. By developing an image of an organizational structure, a problem area, or the future, we gain insight into how our organization operates and what it will take to change. Nature supplies many excellent ideas for imaging. For example, we might imagine organization as an ant colony, a spider plan, a river, or a web.

Morgan's ideas about imaginization led me to think about conceiving of an organizational change initiative in which I was deeply involved as ships, seas, winds, and icebergs. This gave me a way to "imagine" what was facilitating and what was inhibiting the adult basic education programs' abilities to engaging in a participatory planning process. It was also a way to

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Change...

continued from page 1

What We Know

We know from research on change in schools that resistance to and rejection of change can occur for a variety of reasons (Williams, 1993). William's research has also shown that change efforts need to be a combination of 'top-down' and 'bottom-up' strategies, strongly led, and combining pressure to change with the support to do so: support in terms of time, financial resources, and decision-making power.

Rosabeth Moss Kanter (1997) emphasizes that change-friendly organizations are future oriented. They seek to close the gap between current performance and an organization's potential. Change-friendly organizations embrace a 'learning together' approach characterized by a broad spectrum of participation within the organization and among stakeholders. Change-friendly organizations form networks to exchange knowledge and view differences as opportunities to grow. Their leaders create cultures in which people are challenged to take risks.

What I learned from my research is that the greatest barrier to organizational change has to do with the operating paradigm, or mind set, of the individuals and groups that make up an organization. Organizations are, after all, groups of people connected through common purposes into a systematic form to achieve particular ends (Morgan, 1997). While groups are sets of people small enough for their members to know and interact with one another, organizations are often large and the individuals who work in them only dimly perceive the total organization. Most of the human processes that happen within a formal organization actually take place in small groups, and organizational behavior can be understood by examining the ways of thinking and human processes of those groups (Pfeiffer & Ballew, 1991).

Varieties

Pfeiffer & Ballew (1991) point to the work of Marilyn Ferguson (1980) as useful in understanding the varieties of change. Ferguson classifies change into four types, described here.

1. Change by exception is where we allow exceptions to our beliefs but do not change our beliefs. For example, when we meet someone who does not fit our stereotypes, we classify them as being an exception to the group. The multi-pierced, skateboarding teenager who is polite and well-spoken may conflict with our assumptions about teenagers as rude and inarticulate, so we classify this particular one as an 'exception' but we do not change our beliefs about teenagers in general.

2. Incremental change is so gradual that it occurs before we become aware of it: usually, a collection of small changes that ultimately alter our belief systems. For example, a teacher may have started using technology with an attitude of resistance and disdain, but gradually changed to a point where technology became an indispensable tool in her practice. The teacher could probably not pinpoint the time where her beliefs about technology changed.

3. Pendulum change is when an extreme point of view is exchanged for its opposite. The hawk turns into a dove, the heathen turns into a religious zealot, or vice versa. Government programs are seen as the solution to social problems and then as having no viable role. Pendulum change ignores the past, ascribing no positive attributes to the previous points of view. The new belief is often as zealously held as the old.

4. Paradigm change is when we 'step out of the box' for a more fundamental rethinking of premises. Discordant information is considered and integrated and new ways of thinking emerge. As Ferguson (1980) points out, it is only paradigm change that promotes transformation, and for transformation, or true organizational change, to occur, the beliefs that control behaviors must undergo the more profound mind set change.

> *"...the greatest barrier to organizational change has to do with the operating paradigm, or mind set, of the individuals and groups that make up an organization."*

Paradigm

A paradigm is a model of how the world works that permits the holder to interpret and use new information. A paradigm is the general perspective from which we view the world. A paradigm shapes perceptions and practices in nearly unconscious and unquestioned ways. It shapes what we look at, how we look at things, what we label as problems, what problems we decide to address, and what methods we use. It is a way of filtering and understand why programs were having so much difficulty with a seemingly simple process. So come with me on a journey into images. Think of two adult basic education programs, one school-based and one community-based, as sailing ships in the organizational sea of a participatory planning process: cold seas where icebergs are common.

Strong prevailing winds help the programs begin their journey. Fueling these winds are a well thought-out, systematic planning process with a number of useful and practical implementation tools as well as support through training, technical assistance, and dollars allocated for staff time. Other sources of momentum include the professionalization and enhanced confidence of programs as a result of five years of intense program and staff development, and the desire and capacity of the programs to plan and deliver quality services.

The Logistics Iceberg

The two adult basic education ships are sailing the organizational seas of a participatory planning process. They have made it out of the harbor and are sailing along with gusto when the first iceberg appears. It is small and highly visible. This is the logistics iceberg, where the investment of time and resources needed to carry out the planning process is at odds with part-time staff and capricious and multiple funding sources. In this iceberg are found such difficulties as getting day and evening staff together for planning, including night-time staff who have other jobs during the day, and finding time to carry out the process and the action plans because some funders do not provide funds for planning.

The logistics iceberg is not insignificant, but the ships slip around it with creative thinking. The crucial issue is whether a program and its management understand and support the entire planning process. The looming and more hidden icebergs have to do with habit and mind set: the paradigm in which the program and its staff are operating. These are the potentially formidable barriers to implementing a process that presumes teamwork, cooperation, and power sharing for learning together about solving problems and making improvements.

The Way Business is Done

The way business is done, or habit, iceberg contains existing approaches and structures by which the program operates. This iceberg is not highly visible and has deep and jagged edges, which can fatally damage the ships. If the operating norms of a program are ones of isolation, authoritarianism, and mistrust, then the organizational environment will be hostile to a participatory planning process. People in organizations do not organize their behavior around processes introduced from the outside. They organize their behavior around the operating norms that contribute to the culture of the organization. A program in which staff rarely meet or even talk to each other, and in which helping one another is not valued, is not a likely place to use a participatory planning process effectively. Such programs are usually managed by a director whose style is top-down and who has little history of consulting staff about programmatic, funding, and personnel issues. Such directors may act in a highly paternalistic or materialistic manner and are unlikely to share their decision-making power. This type of environment tends to generate mistrust and competition and inhibits the development of skills necessary to work in a cooperate, participatory manner.

Programs that have already been operating in a participatory, collaborative manner, in which staff talk to each other a lot, support each other, and work together, are likely to have receptive organizational cultures. These are usually programs where the director has readily shared information and decision-making power with the staff. Such programs are like ships with special radar. The radar detects the iceberg and steers clear of it. However, the ships now enter dangerous waters that harbor a hidden and treacherous iceberg. Only the most sophisticated radar can detect it hovering deep in the waters, waiting to pierce the bottom of the ship. This is the iceberg of mind set, which embraces the many assumptions, beliefs, and values about how the world works.

The Paradigm Iceberg

The third iceberg, the hardest to detect, is the mind set, or paradigm, iceberg. In this iceberg are the thinking patterns, attitudes, beliefs, and values that underlie the behavior of programs and practitioners. They often come into conflict with the assumptions underlying a process that embraces teamwork, cooperation, power sharing and learning together.

Thinking in terms of processes and systems, working in teams, and vesting power in practitioners throughout an organization are enormously difficult for most people. Most of us have learned to manage by meeting short-term numerical goals. We have not considered the capabilities of the system as a whole or the interrelationship of processes, especially as they relate to overall goals. Teamwork is not commonplace. Collaboration and cooperation are often undervalued and individual achievement championed over that of the group. The skills it takes to function successfully in a team, both as a member and as a leader, are frequently viewed as 'soft,' having little to do with the real work of getting business done. Most of us are unfamiliar with and unskilled in consensus building, participatory decision-making, and all the other skills needed for teams to function effectively. Our intellectual training has promoted thinking in absolute categories and either-or terms, making us uncomfortable with ambiguity and confrontation. Our lack of skill and discomfort make us reluctant to give up old ways.

Other attitudes and beliefs important to embracing change have to do with what we think about motivation and power. A participatory planning process assumes internal motivation and the capacity of each practitioner to recognize and solve problems. It trusts that the resulting shifts in power will be of benefit to the organization. A deeply ingrained assumption in our culture, however, is that competition is a prime motivator. Just look at our schools' grading systems and assessment tests.

And then there are beliefs about power. The participatory planning process shifts the power in the organization from the top and spreads it throughout the organization. If a director believes there is only a finite amount of power in any given organization, then she is likely to resist letting go of that power. If a director believes that power grows as you give it away, the chances that a participatory planning process can take root are much higher.

One of the programs successfully cleared the first two icebergs but 'wrecked up' when it encountered the paradigm iceberg. The other program sailed the seas of the participatory planning into a new world of thinking, growing, and doing. This was a change-friendly organization that took risks to reach a vision of what it could be.

So...

What does this tell us about the organizational change process? How do we shift to being change-friendly? One way is to develop insight into why so many change efforts fail. We also need to recognize that complex change efforts are just plain hard. Recognizing the paradigm in an organization and the need to change it is big step in an organization's ability to plan and implement change effectively. Significant organizational and management changes may be needed to support the paradigm shift.

Shifting paradigms also helps us recognize that meaningful organizational change needs to be systemic and continuous. And, in change, loss and anxiety emerge around surrendering old and familiar ways. Linking change efforts to issues vital to the organization is one way for staff to see the benefits of the change in areas that have personal meaning for them. This is likely to reduce anxiety, but conflict and anger may erupt out of the stress that true change creates.

The process of organizational change is likely to be bumpy, difficult, and frustrating: a series of two steps forward and one step back. It needs to cut through barriers in our hearts and minds as well as in our organizations. But it does liberate us from addressing problems according to our prior approaches. It moves us from simply tinkering with the system to using our collective brainpower to make a difference in a world. The need to change is our constant companion. It may be hard, but it is always worthwhile. ❖

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How Teachers Change

What will lead to change that most benefits student learning?

by Virginia Richardson

"Teachers don't change. They resist change. They just get in a groove of doing what they have always done and what they are comfortable with." The notion that teachers don't change does not match my experiences. I have been a teacher, a teacher-educator, a supervisor of student teaching, and a researcher, and have spent considerable time observing teachers in their classrooms. I have observed teachers in such diverse locations as Syracuse, NY; Tucson, AZ; Vancouver, British Columbia; Malawi; and Hong Kong. The teachers I worked with in these places were not teaching exactly the same way they did the previous year; nor do I as a teacher-educator. In fact, teachers change all the time.

Where, then, did the view come from that teachers resist change? And how can this view co-exist with the notion that teachers change all the time? This article explores the following thesis: The differences between these two views of teacher change may hinge on who is directing the change. Teachers often resist change mandated or suggested by others, but they do engage in change that they initiate: what I call voluntary change. In this article, I lay out and compare the two views of teacher change. I then examine two approaches to staff development, the training model and the reflective and collaborative model, and relate them to the differing views of teacher change. Finally, I suggest that the best teacher change is carried out in a way that involves teachers in the process, and promotes coherence among teachers in an organization. This article draws on my personal experiences, research that I have conducted, and the broader research literature. The literature I review is primarily focused on the K-12 system, but has much relevance for adult basic educators.

Change Hurts

As I looked into the literature on teacher change, the sentiment I found expressed was that teachers do not change, that change hurts and that is why people do not change, and that teachers are recalcitrant (e.g., Duffy & Roehler, 1986; Fullan, 1991). The literature suggests that teachers resist doing whatever is being proposed because they want to cling to their old ways. Change makes people feel uncomfortable.

This view of change in teaching practice dominated the educational literature until the early 1990s. It focuses on the failure of teachers to adopt teaching activities, practices, and curricula that are suggested or mandated by those who are external to the setting in which the teaching is taking place: administrators, policy-makers, and staff developers. The view of the teacher as reluctant to change is strong and widespread, and is one I have heard expressed by many teachers as well. It is promulgated by those who think they know what teachers should be doing in the classroom and are in a position to tell them what to do. In that sense, it relates to issues of power (e.g., Wasley, 1992). As pointed out by Morimoto (1973): "When change is advocated or demanded by another person, we feel threatened, defensive, and perhaps rushed. We are then without the freedom and the time to understand and to affirm the new learning as something desirable, and as something of our own choosing. Pressure to change, without an opportunity for exploration and choice, seldom results in experiences of joy and excitement in learning" (p. 255).

From the 'change hurts' perspective, 'teachers don't change' really means 'teachers aren't doing what I (or someone else) tell them to do.' As pointed out by Klein (1969) a number of years ago, "...studies of change appear to be taken from the perspective of those who are the change agents seeking to bring about change rather than of the clients they are seeking to influence" (p. 499). I felt that it was time to look at change from the standpoint of teachers themselves. Do they change? And if they do, why?

Voluntary Change

In my work with teachers, I noticed that they undertake change voluntarily, following their sense of what their students need and what is working. They try out new ideas. These changes, while often minor adjustments, can be dramatic (Richardson, 1990).

In a long-term collaborative study of teacher change, my colleagues and I found that when a teacher tries new activities, she assesses them on the basis of whether they work: whether they fit within her set of beliefs about teaching and learning, engage the students, and allow her the degree of classroom control she feels is necessary. If she feels the activity does not work, it is quickly dropped or radically altered (Richardson, 1994).

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The decision as to whether a new activity works is often unconscious and may be based on experiences and understandings that are not relevant to the particular setting in which instruction is taking place. In other words, a teacher may try an activity that worked with another group of students and fail to notice that it is inappropriate for the new group. Thus, while voluntary change is what teachers actually do in their classrooms, it does not necessarily lead to exemplary teaching.

Laissez Faire?

If teachers make voluntary changes all the time, perhaps they do not need help, direction, or encouragement to make change. According to Cuban (1988), the changes teachers make in their classrooms are minor and inconsequential. Therefore, one could argue that teachers need outside mandates and help to make major changes. This view can certainly be debated. We found that teachers sometimes do make major changes on their own (Richardson, Anders, Tidwell & Lloyd, 1991).

Teachers may, however, make decisions about change that are spur-of-the-moment and based on unwarranted assumptions. Without examining the beliefs underlying a sense of what does or does not work, teachers may perpetuate practices based on questionable assumptions and beliefs. This suggests that some direction would be helpful.

And, the question arises: do learners benefit from teachers acting alone, making changes as they see fit within the confines of their classrooms? If all teachers make decisions autonomously, the schooling of an individual student could be quite incoherent and ineffective. This, too, suggests that help, direction, or encouragement provided to staff rather than to individuals could be necessary to promote change that is valuable to the learner. I will come back to this later.

Vision of Teachers

Over the course of this century, our concept of teaching has shifted from an industrial model — teachers replicating a specific set of instructional tasks — to a "complex, dynamic, interactive, intellectual activity" (Smylie & Conyers, 1991, p. 13). This shift occurred for many reasons, including a change to a much more diverse student body (Devany & Sykes, 1988) and changes in our economy. We therefore need teachers who approach their work with a change orientation: an orientation that suggests that constant reflection, evaluation, and experimentation are integral elements of the teaching role. We now expect teachers to alter curricula on the basis of new knowledge and ways of knowing, to change styles of teacher-student interaction depending on needs of the student population, and to change methods when research indicates more effective practice.

This requires teachers who are inquirers, questioning assumptions and consciously thoughtful about goals, practices, and contexts. Gary Fenstermacher (1994) suggests that reflecting on one's work as a teacher must be undertaken within the framework of a clear sense of purpose in relation to the learner. He quotes Israel Scheffler's view of the purposes of education: "the formation of habits of judgment and the development of character, the elevation of standards, the facilitation of understanding, the development of taste and discrimination, the stimulation of curiosity and wonder, the fostering of style and sense of beauty, the growth of a thirst for new ideas and visions of the yet unknown" (Scheffler, 1976, p. 206).

Scheffler's notion of teacher, however, is quite individualistic. The autonomous, individual teacher works with her students in the classroom, and is reflective about what goes on in that classroom. As I suggested earlier, however, there is more to consider: the nature of the educational program through which students pass. The sense of teacher autonomy must be broadened beyond the individual teacher to the group of teachers who are working, over time, with a given student or set of students. Shirley Pendlebury (1990) suggests that we should think of schools or programs as communities of practice whose members are granted equal respect and concern. This requires an agreed-upon understanding of aims and purposes. Thus autonomy should be considered within a community of practice in which there is continual critical discussion about aims, standards, and procedures.

In sum, the description of the

teacher that I prefer is one that balances autonomy with community. The teacher is an inquirer, working within a community of practice in which fellow teachers engage, with each other, in critical discussions concerning aims, goals, procedures, and practices. How do we support change compatible with this? What staff development program permits the development of individual autonomy but also fosters a community of learners within a school or program? An examination of the staff development literature is helpful in addressing these questions.

Training Model

The more traditional form of staff development begins with someone from outside the school determining that a process, content, method, or system should be implemented in the classroom. The form of staff development most suitable for achieving change mandated by outside forces is the training model, which can be a deficit model. The training model has a clearly stated set of objectives and learner outcomes. These outcomes can be teaching skills, such as using learner-generated material or teaching critical thinking processes. Sparks & Loucks-Horsley (1990) identified a number of important assumptions inherent in the training model. Two of these assumptions are 1) that there are behaviors and techniques worthy of replication by teachers in the classroom, and 2) that teacher-education students and teachers can learn or change their behaviors to replicate these techniques in their classrooms (p. 241).

Many of the staff development programs that employ the training model are relatively short term, involving teachers in several hours or several days of workshops, with limited follow-up activities. Such programs have a chance of succeeding with those teachers whose beliefs match the assumptions inherent in the innovation; even these teachers might not try out the innovation. It is estimated that such staff development garners an implementation level of only 15 percent (Meyer, 1988).

On the other hand, not all training models result in such limited change. A substantial body of research has identified characteristics of reasonably successful training models. These qualities have been summarized by many (e.g., Griffin, 1986) and include the following:

- The training process should be school-wide and context-specific.
- Principals (or program directors) should be supportive of the process and encouraging of change.
- The training should be long term, with adequate support and follow up.
- The training process should encourage collegiality.
- The training content should incorporate current knowledge obtained through well-designed research.
- The process should include adequate funds for materials, outside speakers, and substitute teachers to allow teachers to observe each other.

Even if the staff development process is successful as determined by the percentage of teacher participants who immediately implement changes in their classrooms, the longer-term effects of training models are questionable. For example, in a four-year study of a very popular staff development program, developed and conducted by Madeleine Hunter, which trained teachers in a structured approach to instruction, Stallings & Krasavage (1986) found that in the third year teachers implemented the desired behaviors much less often than they had in the first two years.

Several hypotheses are used to explain the disappointing long-term effects of Madeline Hunter's training model. One is the following: "We believe that the innovative practices teachers learn will not be maintained unless teachers and students remain interested and excited about their own learning...A good staff development program will create an excitement about learning to learn. The question is how to maintain momentum, not merely maintain previously learned behaviors" (Stallings & Krasavage, 1986, p. 137).

This leads to the question of long-term goals of these staff development programs. Do we want teachers to continue using a process, method, or approach into the distant future? Probably not. Many of us assume that something new and better will come along that will be more appropriate for teachers to use. This discussion of long-term goals leads to the second form of staff development.

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Reflective, Collaborative Models

The second form of staff development is designed to support the voluntary view of change described in the beginning of this article. It attempts to develop in teachers a more systematic and reflective approach to their own change process. Gallagher, Goudvis, and Pearson (1988) called the approach "mutual adaptation," which, they suggested, is the best approach to use to create dramatic change such as shifts in orientations and beliefs. An example of mutual adaptation is a program developed by Patricia Anders and myself (Richardson, 1994). This was a long-term process in which we met with teachers in groups and with individual teachers in their classrooms. We helped teachers explore their beliefs and practices through videotaping their classrooms, and talking about their practices with them while viewing the tape.[1] As staff developers, we did not have specific practices in mind that we wanted teachers to implement. Instead, we worked with teachers as they explored their own practices and determined their own directions for change. New practices were sometimes introduced by us in response to requests from the teachers, and often by other teachers. This process required time to meet, exposure to new practices, and time and opportunity to experiment with new practices and to reflect.

Reflective and collaborative staff development models such as the one in which we engaged have a set of similar characteristics. They are not based on a deficit model of change. They assume that reflection and change are on-going processes of assessing beliefs, goals, and results. They are designed to help develop and support a change orientation. The desired outcomes of such models are not pre-specified behaviors and skills. The purpose is procedural: to create an ecology of thinking, deliberation, and experimentation. The goals, therefore, may be unstated at the beginning of the process.

In these models, change is not consider to be static. That is, a change made by a teacher during the staff development process may not be in place the next year. In fact, it is hoped that teachers will continue to change after completing the staff development. Each teacher is free to follow her own lines of inquiry and change. The group is not necessarily expected to decide on the same change. The outcomes of interest are not just changes in behaviors and actions, but also changes in the rationale and justifications that accompany the new practices. Thus, a measure of success is the degree to which teachers take responsibility for their actions,[2] assume ownership of their practices, and are able to articulate these actions and their justifications to another person.

Over the three-year period in which we worked with teachers in this way, the teachers changed their beliefs and practices in directions that related to the various dialogues we had with them. Many of them, for example, moved away from the textbook or basal approach to teaching reading toward the use of literature. Bos & Anders (1994) evaluated our project and found that the students of the teachers who participated in the staff development process achieved more in certain aspects of reading comprehension than did the students in contrast classrooms. In a follow up two years later, we found that the teachers had continued to engage in reflective change (Valdez, 1992). It would appear that the teachers had developed a change orientation that led them to reflect continually on their teaching and classrooms, and experiment thoughtfully with new practices. The teachers had become confident in their decision-making abilities and took responsibility for what was happening in their classrooms. Thus they had developed a strong sense of individual autonomy and felt empowered to make deliberate and thoughtful changes in their classrooms.

While the reflective and collaborative model of staff development works well with individual teachers, it does have the possibility of creating, within a given program, a number of effective, autonomous, change-oriented teachers who have very different beliefs about what should be taught and how. A student progressing through the program may become very confused with these different approaches. How can we shift elements of this approach to these considerations?

Community of Practice

What is necessary is the creation of a sense of autonomy and responsibility that goes beyond the individual class and moves to the school, program, and community levels. Judith Warren Little (1992) describes this as civic responsibility, but cautions against "formally orchestrated" collaboration that becomes bureaucratic and contrived. Little suggests that a solution to the individual autonomy versus civic responsibility tension is the development of "joint work" that brings teachers together and creates interdependence among them.

One way of bringing teachers in a program together in a non-bureaucratic and unforced way is to focus attention on what happens to students over the course of their program or school career. Our current approach to testing and assessment is cross-sectional and grade- or classroom-level based. This tends to focus administrators' and teachers' attention on the individual classroom or grade level rather than the institution. If we concentrate on what happens to students as they move through a program, the focus for teachers might shift from the students in their classroom to students within their program. This shifts responsibility, in part, to the collective, and requires consideration of both individual and organizational change. Teacher autonomy would not, then, be an individual right and responsibility, but would be earned and assumed within a community of practice.

Conclusion

My interest in teacher change grew out of what appeared to be two competing concepts. One proposed that teachers resist change, and the other, based on my own experiences as a teacher, teacher educator, and teacher observer, suggested that teachers change all the time. My inquiry into this discrepancy was part of a movement that led to ways of thinking about teacher change as a voluntary process, and to staff development programs that take advantage of the voluntary nature of change. I discovered, however, that these staff development approaches may lead to an individually autonomous change process and thereby to incoherent educations for students. The suggestion I have arrived at so far is that the individualistic and empowering form of staff development be extended to the group level, involving all teachers in a given school or program. In such communities, individual members are granted equal respect and concern, but the focus is on developing and agreeing upon the longitudinal goals and concerns for all students as they pass through the various classes in the school or program.

Endnotes

1. This aspect of the staff development program relied on a form of dialogue called Practical Arguments (Fenstermacher, 1994).
2. At the beginning of the study, many teachers suggested that the practices they used in the classroom were dictated by forces outside the classroom, e.g., "I use the basals in teaching reading because the School Board insists on it." Following the staff development, very few teachers' statements attributed their practices to forces outside the classroom. The practices were justified by their own beliefs and understandings of the classroom and of teaching.

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Dinosaurs and Upstarts: Organizational Change at CASA Latina

When staff turnover is high, how can a capacity for change be cultivated?

by Hilary Stern

"I don't want to sound defensive. It's not that I think everything is perfect the way it is now, but we have to look critically at the student suggestions. We can't implement them all." I couldn't believe those words were coming from me. But actually, I was feeling defensive. As far as the staff was concerned, the whole program was up for negotiation.

We were discussing the results of a series of student focus groups. Thinking about what the learners had said, one person suggested that we change our classroom arrangement to rows of desks facing the teacher so that students could hear the teacher better and not be distracted by their neighbors. I dismissed this idea as contrary to our philosophical approach to popular education. Another staff member suggested that we add a conversation program. We had tried that four years ago and, besides, the public library located a few blocks from us now has a conversation program. Why not just send our students to them? I had an argument for every new suggestion. Was I becoming a dinosaur, resistant to change?

Five years after having co-founded CASA Latina, I am the old-timer here. I have seen our community-based organization, which is committed to educating and organizing the Latino seasonal worker population that lives in urban Seattle, grow from the dream of a small group of activists into an institution. Our education programs now reach more than 700 people a year and include English for speakers of other languages (ESOL) classes for adults and children, family literacy, and theater of the oppressed workshops. We also run an entrepreneurial business program.

Turnover

High turnover is a common phenomenon in many adult basic education (ABE) programs, whether it results from the use of volunteers, AmeriCorps members, unstable funding, or part-time, poorly paid staff. CASA Latina is no different. Most of the people who work here are AmeriCorps members. AmeriCorps is a national service corps begun just five years ago. In exchange for a year of service, members receive a living allowance of $700 a month and an educational award of almost $5,000 to be used to pay for higher education. This puts them in a difficult economic situation, ameliorated only slightly by the fact that it is temporary. Therefore, every fall, we have experienced a complete turnover in staff as five new AmeriCorps members replace their predecessors.

> *"Why was the staff promoting organizational change, while I was the one putting on the brakes?"*

Every new team of AmeriCorps members begins their year of service with a refreshing burst of energy. They are excited about the work and see many possibilities for developing the programs at CASA Latina. As the year wears on, their savings diminish and they start fashioning their post-AmeriCorps plans. New projects at work become the last thing they want to spend their time on.

Last spring, five of our seven full-time workers were going to leave in a few months. Those leaving were in the process of withdrawing from their jobs, psychologically as well as professionally, tying up loose ends and documenting their knowledge for their successors. They did not want anything new thrown their way, anything that would require new efforts. For example, we had been given the opportunity to fill a new position earlier than we had planned, and I suggested that we do it. Emotions in our staff meeting ran high. The AmeriCorps members complained that they could not handle any new projects. They felt that they were overworked already. Adding another person and another project — in this case, rewriting the curriculum for the intermediate ESOL class — would create more work for everyone. Never mind that the purpose of the project was to save them work while increasing the quality of our classes.

They were so stressed that anything new seemed like a threat. The long-term impact of a new project did not really matter to them because they were not going to be here. The staff, almost all about to turn over, was resistant to change.

This year, why were the roles reversed? Why was the staff promoting organizational change, while I was the one putting on the brakes? I have a reputation for being a person who has more ideas than anyone could possibly implement. What had happened?

Uphill Battle

The acronym CASA in CASA Latina stands for Centro de Ayuda Solidaria a los Amigos, which means Center for Help in Solidarity with Friends. We work with people who are in distress: immigrants who are poor, homeless, and exploited. Most of the individuals we help will never be able to solve their own problems unless changes occur in the social structures that keep them poor. We are often discouraged by the immensity of our students' problems and by the numbers of people waiting to be helped. We get frustrated by not being able to fix the world all by ourselves.

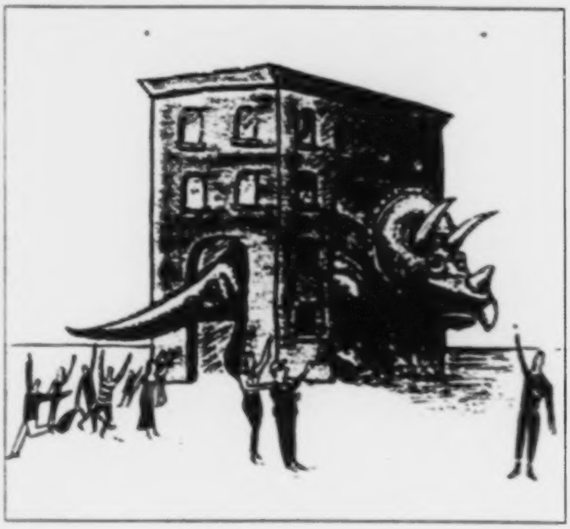
Last year, in addition to almost total staff turnover, we did not have a mechanism through which we could air our frustrations. This year, I changed our class schedule so that we now hold classes four mornings a week instead of five. On Fridays, we close down to the public and meet as a staff to reflect on the larger purpose of our work as well to talk about our day-to-day frustrations. We leave our offices and go to a nearby cafe for a couple of hours. Our reflection meetings have included journal writing, open-ended discussion of our feelings and reflections on the week, discussions of an article or a chapter of a book, role plays as spokespeople for immigrant rights, and rehearsals of presentations to be given to our board of directors. These reflection meetings have not only made us more single-minded in our understanding of the purpose of our work, they have drawn us closer together as a staff. We are considerate of each other, we like each being with each other, we want to help each other out. This collective support makes us stronger as a organization and more open to taking on the risks of organizational change.

Staffing a program with volunteers or with AmeriCorps members will never result in a stable workforce. AmeriCorps members can only stay two years, at maximum. This year, however, only two of our nine full-time workers are leaving; most AmeriCorps members are signing on for a second year. Since most of the staff are staying, organizational progress does not have to stop. This year, the staff is promoting organizational change because they have a developed a shared vision through our weekly reflection meetings and because most of them will be here to follow through on plans for change. Now, the question remains: Why am I, the director of the organization, resisting change?

Old Timer

As the old timer here, I am the only one who has lived through all of the changes and growth this organization has experienced. I am becoming impatient with all of these youngsters — regardless of their ages — who think they are discovering our problems for the first time. It seems as if I am having the same conversations over and over again, but each time with different people who have even less of a sense of the history of CASA Latina, of solutions tried but abandoned.

I know the only way to reduce this feeling is to have less turnover. To do that, I need more paid staff positions, and a nurturing, challenging work environment where people are supported in doing important work. One of our AmeriCorps members is staying on as a paid staff member because I was able to raise enough money to fund one more full-time position. Next year, two members who are staying on will leave unless I can find more funding to fund their positions.



I dream about a staff that has little turnover. I imagine that together we could follow through on all of our grand schemes and really make things work, instead of making changes that get half lost with the next generation of workers who start all over again. But if we had all been here since the beginning, would we all start to feel the same way that I sometimes feel: that I've worked

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hard enough, made enough improvements, and now want to enjoy the fruits of my labors? I'm afraid that we might. We need those upstarts who have little sense of our history to question the status quo and make us defend and rethink our programs.

Three Ingredients

I am realizing that, for an organization to remain responsive and flexible, it must have three important ingredients. First, it needs regular time set aside for collective reflection and vision making. It also needs the stability of long-term workers who can see the change through and understand it within the context of the organizational history. And, last, it needs an influx of new energy from people who are not necessarily invested in maintaining the status quo.

CASA Latina has that magical mix this year. I hope that we are on the way to having it in the future, as I fund more and more positions and realign our ratio of temporary volunteers to permanent staff. In the meantime, I can build community over and over again so that we are able to push forward a little more each year.

About the Author

Hilary Stern is the executive director and co-founder of CASA Latina, a community-based organization in Seattle, Washington. She has 14 years of experience working in adult education with Latino immigrants. She is bilingual and bicultural and has worked in community organizing and education in Nicaragua, Washington, D.C., and Seattle. Hilary has an MA in TESOL. ❖

Web Site

Visit CASA Latina via their web site at: www.casa-latina.org

A Story of Improvement

An honest look told this literacy program they were not as good as they might be. It was time to listen to stakeholders and institute a continuous improvement process.

by Jane Cody, James Ford, and Kathleen Hayward

"The art of progress is to preserve order amid change and to preserve change amid order..."

— Alfred North Whitehead

Looking in the mirror, really taking a long, hard look, can be unnerving, even depressing. We see the blemishes that we hide with makeup. We see the bald spots that we cover by creatively combing our hair. We see the ten extra pounds that age has brought. Most of us avoid the problem by not looking, or we take a quick glance to make sure we are properly buttoned and zipped and ready to appear in public. Perhaps we make a silent resolution about dieting or exercising, but that's about it. After all, we're not perfect.

This is pretty normal human behavior and it carries over into our professional lives. After operating an adult literacy program for many years, it is easy to avoid taking a long, hard look in the mirror. Students come, money comes, programs expand, people say "well done," everything seems pretty good: not perfect, but pretty good.

This is the story of an adult literacy program that decided that merely glancing in the mirror was no longer enough. It is a story of shock: of discovering a lack of clearly defined standards and the tools to measure progress toward them. It is a story of hope, in finding a process to identify program gaps and narrow them. It is also a story of improvement, through the systematic use of stakeholder input, hard data, and detailed analysis. It is a story, not about perfection, but about getting better.

Our Organization

Adult and family literacy programs in Knox County, Tennessee, are provided by a unique public/private partnership. The public member is the Knox County School System and, specifically, its Adult Basic Education Department (ABED). The private member is a nonprofit corporation called Friends of Literacy, Inc. (FOL), which was formed in 1991 to supplement — by way of money and volunteers — the resources that ABED had for literacy programs. Through the balance of this article, "we" refers to this FOL/ABED Partnership, to the program it produces, and to its combined leadership.

Most knowledgeable observers would have described this as a successful partnership with high-caliber programs. Funding grew each year, students provided ample anecdotal evidence that we made a difference in their lives, and we had achieved some national recognition.

We considered ourselves anything but static. We had changed our curriculum, improved our volunteer training, and added more paid teachers. Our program had grown to approximately 400 students, 15 paid staff, and 40 volunteers. We were doing something right.

Forces for Change

In 1996, FOL had its fifth birthday. Its budget had grown from $5,000 in 1991 to more than $150,000 in fiscal year '96-'97. It had evolved from an organization that provided money and people to an adult literacy program operated by ABED to one that was also the primary management and fiscal agent for its own family literacy program. It was time to take a look at where FOL, the Adult Literacy Program, and the partnership were going. As luck would have it, new members had just been added to the FOL board of directors. These members had not grown up with the organization and, consequently, viewed it from a different perspective. One new member had expertise in strategic planning. A committee composed of FOL board members and program staff reviewed and clarified the vision, mission, and values of FOL.

In addition, the FOL/ABED partnership had been selected to participate in a national project entitled "What Works Literacy Partnership" (WWLP). WWLP sparked our thinking, in a more detailed way, about how we could document the results we thought we were achieving in improving the basic academic skills of our students. We started to concentrate on how could we prove that our program really did what we said it did.

Dovetailing with WWLP was another national initiative entitled "Equipped for the Future" (EFF). The FOL/ABED partnership was selected to be one of several pilot-test sites for EFF. Like WWLP, one aspect of EFF focused on the question of how we measure results.

Two other critical pieces fell into place during the summer of 1997. First, to help us with the WWLP project, we hired a new staff member who just happened to be a Certified Quality Examiner for the State of Tennessee (more about this below). Second, FOL received a generous gift to purchase new hardware and a software system to manage data about students, volunteers, and donors. With all this going on, we had both the courage to look in the mirror and some ideas about how to take a systematic approach to dealing with what we saw there.

New Approach

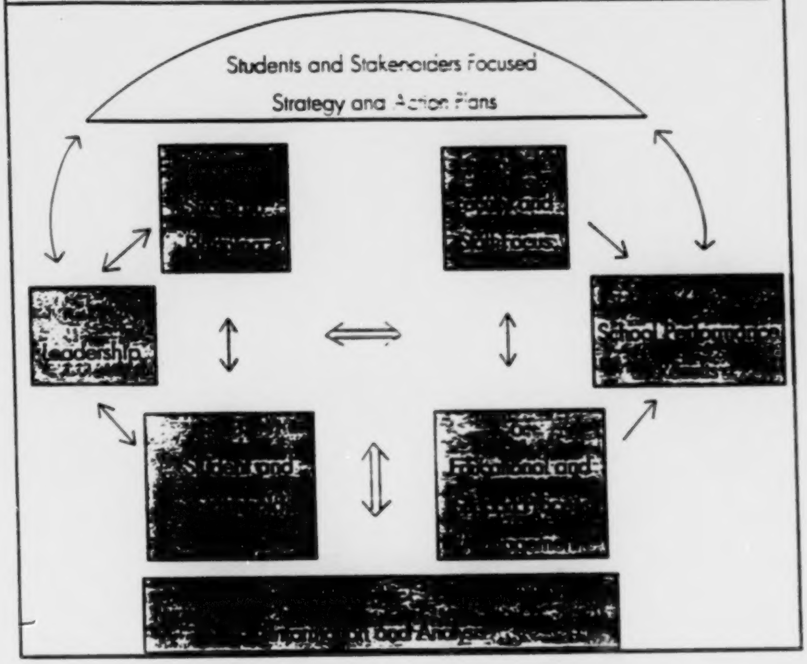
Our new staff member introduced us to the Malcolm Baldridge Educational Criteria for Performance Excellence (see Figure 1, next page). These criteria take the total quality management principles originally used in the private sector and apply them to educational institutions. They provide an orderly approach to continually improving the operations and results of an educational enterprise. This was the systematic approach we would use.

The starting point was to identify the needs of the customers: in this case, our students. FOL/ABED program leadership instituted monthly "Town Meetings" to ask students what they wanted, needed, and expected from our adult literacy program. Approximately 75 students attended each of the meetings. We got a wide range of responses, from better parking to more computer time and more volunteers for individual tutoring. Next, we asked teachers and volunteers, who are key stakeholders in the program, what they expected and how we could all work together to improve things. Better training and more support from the leadership were two answers. This group also developed its own vision, mission, and value statements for both adult and family literacy program components. These built on similar work completed earlier by FOL and the Knox County Schools, but were the work of these stakeholders, and were something they could commit to as their own. The FOL board also brainstormed its role and the expectations of and for each board member. Some consistent themes were emerging, one of which was better communication among the stakeholder groups: students, teachers, volunteers, and board members.

We wanted to use this information to develop quality standards for our organization and program. We were fortunate: adult literacy educators in both Tennessee and New York had already adopted "Indicators of Program Quality" that fit nicely into the Baldridge Criteria and our own vision, mission, and values. For example, Quality Indicators One and Two of the New York program stress the involvement of all stakeholders in the development of program philosophy and direction. Quality Indicators Three and Five underscore the importance of measuring student improvements in reading, writing, speaking, and problem solving, and highlight the goal of enabling students to be better workers, parents, and citizens. These Indicators were consistent with our approach in the EFF project. Indicators Seven and Eight set benchmarks for the recruitment, orientation, placement, and retention of students. We felt comfortable with all 13 Quality Indicators and adopted them as standards by which to measure our own work.

Measuring progress towards benchmarks and ultimate program results are critical concepts in the Baldridge Criteria. We realized that we must start "managing by facts," rather than by assumptions or

Figure 1: Baldrige Education Criteria for Performance Excellence Framework: A Systems Perspective



guesswork. We set about the task of collecting and analyzing data in several ways. First, program management went back into the classroom to see what actually happened there on a daily basis. They resumed the role of teacher to see, firsthand, the problems of taking our curriculum from training manual to actual delivery. They also observed other teachers to determine whether the material covered during in-service training was actually being incorporated. These were eye-opening experiences. What we thought was happening in the classroom was not always occurring. Some of the curriculum was unwieldy or too complex. It was not always well integrated between teachers in different classrooms. In our family literacy program, for example, the curriculum used by those teaching the parents was not well linked with that used to teach the children. Teachers provided input to help redesign curriculum areas that were not working.

We needed better data on actual student performance, so we changed to a more accurate instrument that provides diagnostic information to the student and the teacher. We tested adult learners using the Test of Adult Basic Education (TABE) when they first enrolled in our program, and again after completing 100 hours of classroom instruction. We collected, analyzed, and fed data back to both teachers and students. We use this information to develop specific, individualized action plans for improvement by each adult learner. At last we had reliable, hard data to show us whether our students were making academic progress.

As we were gathering data, a "think tank" of program managers, teachers, and FOL board members began to identify the "vital few" core drivers of our partnership and literacy programs. Core drivers are what we have to do well to meet the indicators of a quality program. They included student recruitment and retention, volunteer management, financial management (raising and spending money), and bringing our new data system up to speed. The group examined how we operated in each of these areas, set sights on a higher standard for future performance, and developed detailed action plans for improvement. For example, we knew our data system was critical to managing by fact. Without a better system, we could not record and analyze data on student test results. Neither could we keep track of who had given us money, when, how much, and for what purpose. We solicited input from everyone who had to use the data system, asking, "What are the problems with current operations and how could they be improved?" We selected a point person to deal with the software company in redesigning some elements of the system, based upon this input, and we established a timetable for improvement.

Shock, Hope, Improvement

The Baldridge criteria require an organization to slow down and rebuild with a focus towards customer and program results that matter. The criteria link and create an alignment between all internal operations, organization leadership, systems, and processes as well as sound literacy standards. When we first began our critical look, many of us confidently believed that, on a scale of one to ten, with ten being the best, we would be about an eight. Wrong. Systematic feedback, data collection, and analysis, as described above, showed some real gaps in our operations. For example, teachers told us that the continuous enrollment of new students — on whatever day they happened to show up — was a real barrier to success. It required teachers to interrupt classes to assess new students and try to bring them up to speed. Students told us that it was intimidating to be assigned to a classroom without any idea of what to expect upon arrival. The solution, devised with input from the stakeholders, was a new class, called Learning Skills, in which each new student is enrolled for a month before assignment to a regular class. Our TABE test results indicate that students who attended the Learning Skills class are progressing more quickly than those who were enrolled in our program prior to development of this class. In addition, since students graduate from Learning Skills at the end of the month, teachers in regular classes enroll new students only once a month and have benchmarks for them before they arrive. See the box for a description of this class.

Teacher training was another area that needed to be addressed. We found that teachers were not incorporating in-service material in their classrooms. We asked them for help in revising classroom curriculum, and we changed our training focus from 'putting on a workshop' to meeting the needs of the staff. In addition, our EFF implementation allowed us to bring together teachers who worked in different parts of our program. Lack of funding for teacher planning time had been a significant barrier to this in the past. Adult literacy teachers linked up with family literacy teachers. Staff began exchanging ideas and method: they brainstormed to solve problems. When asked to evaluate this year upon its completion in June 1998, teachers were significantly more positive about the program, and their role in it, than they had been in the past.

We also saw another significant change during the year. We had tried several times in the past to develop a leadership group from within the student body. Efforts had always failed. This year, they blossomed. Several students volunteered to serve on a Leadership Council that tackled some successful projects. Why the difference? The projects were those that mattered to the students. Their input drove the leadership group's agenda. The students on the Leadership Council took data from the Town Meetings and also surveyed students about project priorities, using the information to chose items to tackle first. The initial project created a student eating area. Members of the Council used a quality improvement tool to plan and then establish this new space. They also described their process and results at an FOL Board meeting. The next project, still underway, is recycling aluminum cans to raise money to open an on-site store where students can buy paper, pens, and other school supplies. The evidence is anecdotal but, nevertheless, important: Students exhibited a greater sense of community and program ownership than in past years. While 'student-centered' has always been important to our partnership, we found a new way to put it into practice.

Our testing program produced data showing that our students are improving their reading, writing, spelling, and math skills. Preliminary results indicate that students gained an average of one grade level in each of these areas after 100 hours of classroom instruction. These data have helped us to identify strong teaching techniques and discard the less effective. The information has been heartening to students and teachers, who have objective evidence that their work is paying off. It has also been helpful in fundraising, since we can show prospective donors that investing in our programs will get results. We have more credibility with these data, and are more competitive.

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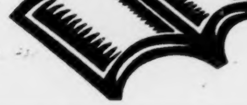
The Learning Skills Class

The Learning Skills class was developed in response to problems identified by teachers and students. Each new student is enrolled in the Learning Skills class for a month. During this time, we test him or her to determine an appropriate grade assignment. We prepare students for the reality of coming back to school, and provide them with tools — organization, listening, and note-taking skills, for example — to increase their chances for success. We help each student understand how she learns effectively — for example, visually or auditorily — and we introduce concepts such as goal setting and critical thinking. Each student researches a topic of her choice and presents that research to the class. Students learn to use some of the quality improvement tools we are using throughout the organization. We teach the Shewhart Continuous Improvement Cycle as a means of setting and achieving a goal. In the first step of this cycle, a student plans what he needs to do to accomplish a particular goal. Next, the student does those tasks. The student studies the completed tasks, determines whether the goal has been met, and, if not, revises the task list to get closer to the objective. The fourth step is to take action on the revised task list.

After graduating from Learning Skills, students enroll in regular classes.



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Reflections

There is an old saying: "It's more important to be lucky than good." We knew we had been lucky, and we thought we had been good. But we wanted to be better. We decided that good intentions, luck, and ad hoc methods had taken us as far as we could go. We could no longer excuse our shortcomings by saying that ours was a 'fluid' or 'dynamic' environment, or one that was underfunded, implying that somehow our expectations should be lower as a result. It was time for accountability and documented results through systematic program improvement.

This has been a re-education for all of us. The vocabulary, which comes from the business sector, is new to us. The process can also be discouraging, especially at the beginning when scrutiny revealed some things we would rather not have seen. Indeed, when our Think Tank sat down to identify the "vital few" areas to address first, we came up with a list of "vital many" and had difficulty prioritizing where to start.

Commitment

This process requires the belief that it will work as well as the commitment of time to think, plan, and involve students, staff, board members, and volunteers. All of these groups have been involved and supportive. The Baldridge Framework is a very logical approach, built on common sense. For those of us geared toward instant results, it has sometimes been frustrating to slog through the tedious process of documenting, in detail, the way we do things (our "as is" state) versus the way we should do things (our desired state). It is time consuming and requires discipline. Just recently, three staff and one board member spent an hour discussing and writing down the process we will use to handle receipts and expenditure. Now we have a simple procedure that everyone involved has agreed upon. It replaces a hit-and-miss method that no one understood. The people involved had to learn process charting and develop this particular chart in addition to their other duties, not in place of them. If the investment of time produces a better process that, in turn, produces better results — in this instance, fewer mistakes, less confusion and duplication of effort, more reliable financial data — then it will save future time and effort. We do not worry about getting so wrapped up in process charting that we forget the ultimate goal is to achieve results in student performance, because student feedback and student testing helps keep us focused.

Our world is more complex now because we understand how the various parts of our program are interrelated. All our staff and volunteers need to be open to change and to soliciting and receiving feedback. If we have used customer input to design the process, and measured and analyzed both customer satisfaction and results along the way, we should arrive at our goal. If we do not, we have a good idea of what went wrong so that we can improve the next time around. We now understand that orderly is not synonymous with bureaucratic.

We have a long way to go. In the coming year, we will be working hard to bring the ABED and FOL leadership further on board. Although both have been supportive, both groups need a better understanding of the significant organizational implications of this continuous improvement process. We will be implementing more fully our EFF curriculum. We will continue work on our action plans for the "vital few" and document our progress toward improvement.

Deciding to improve the performance of an organization in an orderly, comprehensive, systematic way is analogous to an individual deciding to lose the ten pounds that a stop in front of the mirror revealed. It entails hard work, discipline, incremental results, motivation through small victories and, most importantly, a change in lifestyle. Just as a fad diet does not produce long-term success in weight reduction, 'fad quality' is not the answer for improving performance over time. An organization must live and breathe quality and incorporate it as a cultural value in everything that it does. We have only begun that process, but, as the saying goes, "a journey of a thousand miles begins with a single step."

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Facilitating Inquiry-Based Staff Development

While helping teachers to change, staff developers must be open to changing, too.

by Jereann King

I got involved in inquiry-based staff development and practitioner research during the early 90's as part of my work with Literacy South. A non-profit organization, Literacy South was founded in 1987 to improve the quality of adult literacy services in the Southeast through a combination of professional development in participatory literacy practices, collaborative research and evaluation, and advocacy for participatory programs. Inquiry-based staff development is a process in which practitioners come together with colleagues over a period of time to systematically explore issues, questions, or problems emerging in their work. The framework for organizing inquiry-based staff development can differ from context to context, but always involves reflecting on practice, formulating problem statements, taking new action or trying out new approaches, and evaluating their effectiveness. In theory, inquiry-based staff development, like learner-centered, participatory adult literacy, is about respecting experience, culture, knowledge; it is about sharing power and taking new actions. It is a way of learning that places practitioners and their practice at the center of the learning process. This article is about the tensions and contradictions I experienced facilitating a practitioner-inquiry-as-staff-development project.

In 1995, with funding from the UPS Foundation, Literacy South initiated the Georgia Adult Literacy Practitioner Inquiry Network (GALPIN). We mailed out a project brochure and application form to literacy providers in community-based programs and community colleges around the state. The application form asked applicants to describe how they saw themselves moving toward more learner-centered practice, the major challenges they faced in their work, and the experiences they had had in program development projects. We asked these questions because we wanted to put together a group that shared our commitment to learner-centered and participatory work. We learned from the applications that potential participants had a wide range of teaching experiences, very little program development experience, and varying definitions of what it means to be learner centered.

From a small applicant pool, we made our selections and put together a group of 18 participants (13 women, five men, six African Americans, 12 European Americans) from diverse literacy settings in mostly rural communities in Georgia. We planned and implemented a series of retreats and meetings over a year's time. The five retreats took participants through a process of reflection, taking action, and more reflection. The practitioners investigated challenges they regularly face in their adult literacy practices. I was the coordinator and co-facilitator of the project.

Five Retreats

The first retreat, "Becoming Researchers," included community-building activities to help participants learn more about each other, their work, and the communities they served. The main focus was introducing the research process and how we expected the GALPIN project to unfold. Participants spent time looking at the problems that confronted them in their programs. Working in groups, they developed problem statements and questions to guide their investigations. They left the retreat with an assignment to gather what we called a 'data slice' of their classroom or program life. The purpose was to validate or add new information to the problems or issues they wanted to investigate.

At the second retreat, participants refined their problem statements and research questions. They taught each other various data collection techniques, such as journaling, observing, interviewing, triangulation, and surveying. Returning to the third retreat, "Listening for the Story," with mounds of data, they began the process of making sense of it by coding and analyzing it. In the last two retreats, "Sharing the Research Experience" and "Telling the Story," participants presented what they had discovered during their research projects and worked on how to best capture in written form their research experience. At the last meeting, participants talked about the importance of the GALPIN experience to them both personally and professionally. (Continued on page 20)

> *"In theory, I wanted to follow participatory principles. I wanted participants to freely design their projects and follow their own paths to discovery. In practice, however, I had in mind definite outcomes for how they would change and improve their work"*

(Continued from page 19)

While the project was successful overall, I experienced a dilemma common to participatory work: How to honor and build on participants' experiences, background, and culture while pushing my own agenda? Several issues surfaced for me during the GALPIN project concerning my personal values, requiring that I analyze critical issues in greater depth.

Different Cultures

Staff development projects are driven by the values and philosophies of both participants and facilitators; a set of norms, explicit or not, is always operating. I think of this as the 'culture of staff development.' In the early stages of the GALPIN project, most participants would have liked us, the facilitators, to tell them what to think and what to do. We wanted the project activities and the retreats to be participant centered, and we encouraged active engagement in dialogue and reflection. This approach was new for our group, which seemed to be more comfortable with a directive approach. Our way made for what some group members referred to as 'touchy-feely' situations. It reminded me of my work in the adult literacy classroom, when students resisted being placed in roles of generators of knowledge: not wanting to examine their own experiences for answers, but rather to have answers from me, the teacher. With the GALPIN group, I felt pressured to be an expert. When I resisted that role, I felt uneasy.

Most of the practitioners in inquiry groups I had facilitated in the past brought a political perspective to their work. This group felt different. Besides wanting more 'expert-driven' learning structures, they seemed to ignore or not bring forth the racial, economic, and social factors of their students' lives into our discussions. For example, participants rarely made reference to their students being mostly African American women, poor, and from other marginalized groups. For me, bringing issues of gender, class race and power into the discussion was essential. This omission showed me that the way I viewed adult literacy education was very different from how most of the project participants viewed it.

Where some participants situated their problems during many of the early discussions and in their initial problem statements also stood out for me. They blamed many of the challenges they experienced in their work on their students and their students' lack of self-esteem and motivation. My ideas about self-esteem and motivation were different.

Also, many of the communities with whom GALPIN participants work hold adult education in low regard and the GALPIN group realize it. The communities are often poor, rural, and offer very few opportunities for residents with low literacy skills to improve themselves through better employment. Many of the employers and industry owners in these communities have no hope of being able to offer higher wages for higher-skilled or better-educated workers. So, consequently, residents who could benefit from adult education programs have little incentive to even participate or get involved. Again, my ideas about what this meant for literacy work differed from those of the group with whom I was working.

Theory vs. Practice

In theory, I wanted to follow participatory principles. I wanted participants freely to design their projects and follow their own paths to discovery. In practice, however, I had in mind definite outcomes for how they would change and improve their work. I was often stymied by what I thought was narrow and non-critical analysis by the group, and was even more frustrated with my own lack of ability to structure activities creatively to unearth new analysis. I was frustrated, too, because I wanted participants to view their practices through learner-centered and participatory lenses and use language common to my experience. Was I really meeting them where they were, which is a tenet of learner-centered work?

The struggle was exacerbated by the restrictions of time. The retreats were only two full days each and we had to be pragmatic in deciding what support and structure we could offer participants so they could complete their projects. Activities to examine

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philosophical and political issues seemed to be ancillary to the process. I had to come to grips with my own expectations and make some adjustments in our process.

In an attempt to broaden critical analysis, during our second retreat we held after-dinner discussion groups. The first discussion was organized around an article on literacy and community economic development. The second discussion was on stereotypes of adults with literacy barriers. These discussions provided a platform for a critical examination of issues in adult education and helped me to feel more comfortable expressing some of my ideas. By our fourth retreat, when participants presented their projects, we were all more comfortable sharing our opinions and drawing on our experiences and appreciated learning from each other. The participants were certainly more willing to engage in deeper discussions and take a more critical look at some of the issues than they had in the first meeting. Despite my discomfort, the process seemed to have worked.

Next Time

I learned some important lessons about how to encourage reflective thinking and critical analysis from the GALPIN project. Our views of adult literacy education are often clouded by media stereotypes of learners and their experiences. It is therefore important in a staff development setting to provide opportunities for participants to examine critically assumptions and values about education in general, and adult literacy education specifically. Adult literacy practitioners often feel isolated in their practices; when given an opportunity to spend time with their peers, they simply want to talk. Those chat sessions can provide natural ways in which to move into more structured activities such as reading and discussing journal articles, student writing, and various other texts. These activities can then serve as a springboard into deeper analysis of adult literacy challenges and dilemmas. In the future I will try this out.

As a facilitator, I have to consider participants' previous experiences and the values and norms they bring to practitioner research. What are their expectations about group process, community building, examining assumptions? These are all important to consider in planning any kind of staff development process, but especially in one that is participatory and inquiry based. I will ask these questions more explicitly in future projects.

If I want practitioners to become more learner-centered and participatory, then I think it is important for them, regardless of their particular research question, to understand what I think of as the fundamentals of learner-centered, participatory adult literacy education. I will devote more time to this. This would give them a framework for thinking about and designing their projects.

Planning and facilitating practitioner research is not easy. As facilitators, we, too, have to examine our assumptions about group process and what it means to push for deeper reflection and critical analysis among participants. Throughout the GALPIN project, I found myself reflecting on my experience in the ABE class, asking questions like: "Is this process learner centered? In what ways are we creating opportunities for participatory learning? Am I staying grounded in what I know?" And finally, "How do the answers to these questions have an impact on whether participants are successful as practitioner researchers?"

Somewhere and somehow in the mix of all of this, I will pay much closer attention to moving participants into generalizing principles from all of their research discoveries and thinking about how these principles translate or transfer into their adult literacy education practices. I will also encourage practitioners to examine their discoveries with an eye to the policy implication for the larger adult education system, as I will continue to examine mine. ◆

About the Author

Jereann King is Director of Programs at Literacy South, responsible for staff development programs with practitioners in publicly funded adult literacy and ESOL programs. In addition, she works with staff in community organizations to assist them with incorporating literacy development into their community work. She also loves quilts and quilting. ❖

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An Unexpected Outcome

No lightning flashed. No light bulbs blinked on. Change was not my intent. It is difficult to remember when I first realized that a change was taking place. I do know that my beliefs about teaching ESOL were not the same as they were eight months ago…

by Edith Cowper

This story begins when Literacy South, an adult literacy research and staff development organization, obtained a grant for the North Carolina adult English for speakers of other languages (ESOL) Curriculum Framework Inquiry Project. They decided to work with ESOL instructors from Wake Technical Community College in Raleigh, North Carolina, because Wake Tech holds its ESOL classes in sites accessible to students, such as churches and high schools, in addition to on campus. The diversity of the ESOL student population was also appealing to Literacy South.

Of about 75 Wake Tech ESOL instructors, 15, myself included, applied to carry out the curriculum framework inquiry project with the goal of developing guiding principles for adult ESOL practitioners in North Carolina. Following an initial weekend retreat, the project group met monthly. In addition, we each did an inquiry project related to our practice to explore the teaching beliefs that guided each of us. Then, we presented our individual project findings to each other. Out of our research, inquiry, and reflection, we developed a shared vision of how best to serve our learners. From this we formulated our guiding principles: the foundation of our framework.

My Goals

When I applied to participate in this project I was an ESOL instructor, but by the first meeting I was working as an ESOL coordinator. My new role as supervisor included hiring, training, and observing teachers. I was actually the supervisor of some of the teachers who were participating in the project. I felt I must be a good role model for the teachers with whom I worked. In addition, I wanted to provide quality input to the group.

We began our project by reviewing our own language learning experiences and discussing some of our teaching beliefs. We also had quiet time for reflective writing. In my journal I noted, "All this reflection does make me question some of my own learning and teaching, which is a good thing, but not always easy to swallow sometimes. I'm frustrated that I'm not doing all these things in the classroom, but want to learn how to be better. The big question for me is how can I best use this info for my current position: more as a teacher trainer. How can I train when I'm not an 'expert' teacher myself and don't incorporate everything in my own teaching? It presents a new challenge…"

We talked a lot about using a learner-centered philosophy. I thought I had utilized one in my own teaching practice. Through reading and discussion, we settled on Huerta-Macias' (1993) definition of learner-centered as the one that reflected our views. She defines it as an approach that "involves collaboration between teachers and learners; through ongoing dialogue, they determine the content of the curriculum and the learning objectives. This approach focuses on learners' real-life needs…"

I began to realize that I was not as learner-centered as I thought. I had used many participatory activities. One, for example, was a lesson I used for "ed" (walked, talked, for example) pronunciation practice. I gave students cards of regular past tense verbs and asked them, in pairs, to decide the ending sounds (/t/, /d/, or /id/). Then, the students wrote their answers on the board and the class decided if they were correct. I thought I was learner-centered because I provided the students with tasks in which they made decisions.

Missing Component

An important component was missing, however: the students' input on what and how to learn. I did not spend enough time learning about their needs, interests, and styles of learning. I used materials that I thought were interesting and relevant, but I was not giving my students a voice in selecting the topics they studied and the ways they learned best.

Then I began to understand that the manner in which our meetings were conducted by Literacy South staff demonstrated a learner-centered philosophy. Throughout the project they asked us — the participants — how we felt about the process: if we had too much information or not enough. Adjustments were made based on our comments. One such example is when our meeting time was near to ending and we were not through our agenda. The group negotiated how to spend the remaining time rather than having it decided for us. We had a voice in what we were doing and how we were doing it. In my journal I wrote, "I also really like how the activities we do in the project are done in a way to illustrate teaching philosophies, i.e., leading sessions in a learner-centered way."

Here is another example. On the last night of our second retreat, after a long day of working, we created images, with paper, glue, and scissors, of the process we had been through over the past eight months. It was optional: only those who wanted to participated, and we were free to create. We explained our pictures to the group and put them together to form a paper quilt, each individual having developed a piece of the whole. I was not only learning about the philosophy, but experiencing it, too, and finding I liked that type of learning environment.

I also recognized the value of applying your philosophy in all aspects of your job. Instead of saying, "we believe in a learner-centered ESOL teaching philosophy," Literacy South staff demonstrated the philosophy, showing that it is not just a belief, but a way of working. I wanted to apply these beliefs in all aspects of my practice. I came to understand that I do not have to be the 'expert teacher' but the effective administrator. I can find out the needs of the teachers and provide them with learner-centered training, which could motivate them to incorporate these principles in their classrooms.

Inquiry Project

Each project participant did an inquiry project. An inquiry project was defined as a "mode of research driven by the learner's desire to look deeply into a question or an idea that interests him or her." We each defined a question, developed a way to gather data, gathered data, and analyzed the results. Everyone in the project did an inquiry project that related to our end goal of identifying teaching principles for adult ESOL.

I wanted to provide the Wake Tech ESOL instructors not participating in the project with an opportunity to explore their teaching beliefs. I also wanted to see if their beliefs were like those of the project members'. I surveyed approximately 68 Wake Tech ESOL teachers to learn about their teaching beliefs and to find out if having a framework developed by their peers would be helpful. I had read, "Teachers' belief systems are founded on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teachers' decision making and action . . ." (Richards & Lockhart, 1994, p. 30). Since the choices teachers make illustrate their teaching beliefs, I questioned them about their criteria for planning lessons and selecting materials, how they define a successful lesson, and the effects of their own language learning experiences, as well as their ESOL teaching philosophy.

The survey data I collected indicated that many teachers used important aspects of a learner-centered practice. They focused on meeting

Wake Tech ESOL Teachers' Questionnaire

1. How long have you been teaching ESOL?
2. Why are you working as an ESOL Instructor?
3. Describe your formal education (in any field):
4. Describe your training in teaching ESOL:
5. Complete this sentence: A successful lesson is one in which
6. Describe a successful/good lesson that you taught.
7. How do you decide what you will teach?
8. When choosing materials (a photocopy or book) what criteria do you use?
9. Have you studied/learned another language? Yes or No
    a. If yes, (circle all that apply) When: High School College Living abroad Other: ______
    b. What helped you learn another language?
    c. What hindered your language learning?
    d. What effect did those (9a, 9b, 9c) have on your ESOL teaching?
10. Describe your teaching philosophy as an ESOL teacher.
11. Would having guidelines for teachers of adult ESOL that were developed by your peers be helpful? Why or why not?

their students' needs and providing a comfortable, safe, classroom atmosphere. Many teachers also noted that, with curriculum that was relevant to students' lives and needs, learners engaged more in the learning process. I met with a focus group of four teachers to discuss these ideas further. I learned that the focus group participants shared this philosophy, but perhaps not as strongly as those who experienced it by participating in the project. I realized that the teachers who were not participating in the project would need to have a voice in the process to accept our group's guiding principles. To help others incorporate these changes into their practices, they would need to be provided with opportunities to experience them in action.

Implementation

Now, as ESOL Coordinator, I have the on-going challenge of implementing the beliefs I had gained. I have wondered how I can employ a more learner-centered format in our staff development. This task is exciting and scary at the same time. It is exciting to work with and develop staff in this way, but it is scary because it is very challenging. I question how well I can do it within the constraints of the system, which include a staff of part-time instructors who get no pay for professional development. I feel pressure to model our guiding principles, understanding that if teachers are to implement a learner-centered philosophy, they need to experience one, as I did.

In the teacher preservice training I did after completing the project, I tried to implement some beliefs I gained from my experience. For example, in the first session, instead of presenting the information myself, I asked the new teachers to choose a component of the paperwork and present it to the others. They chose the item and the method of presentation. They presented the detailed information in a simple and straight-forward manner. I probably would have provided too many details that they would not have remembered.

After my efforts to provide a more learner-centered teacher training, I was disappointed that the evaluations were not more glowing. However, the goal of being learner-centered is finding out what the needs are and feeling comfortable expressing those needs honestly. I learned that it is not necessarily negative to hear what needs were not met. Now I have more information to consider in preparing for future trainings. I also see I must find out the needs of each new group of teachers. Just as teachers in the classrooms need to make ongoing adjustments to meet their students needs, I must continually work on providing professional development designed for the varying needs of each group of new teachers.

In Conclusion

Several factors helped motivate me to change. One important element was the project group. I respected them and valued their insights and opinions. In our ESOL classrooms, we try to establish a community of learning in which students feel comfortable taking risks to learn. This was also the case in the project community, where I was able to discuss, read, write, and experience new ideas. I felt comfortable in reflecting on my teaching practices and inquiring about my teaching beliefs as well as those of other Wake Tech ESOL teachers. Another important element that helped change to occur was reflection: I reflected on and questioned my past and present experiences and their effectiveness. Also, the project was interesting. It was exciting to develop professionally and to gain information I can use to help other teachers' professional development.

As I have said, we came together with the goal of developing an ESOL framework for adult educators on North Carolina. My focus was not on changing my beliefs, but on contributing to the framework we were jointly creating. Even though I was not trying to change, I think the reasons I did would work for those actively seeking to. These elements are reflection and inquiry, experience, and implementation. They must occur in a comfortable, safe environment. Change and its implementation are not easy, but are made easier with support and encouragement. Knowing this, I can continue trying to employ these beliefs in helping other ESOL teachers in their own change and professional growth. ❖

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Edith Cowper is currently an ESOL Coordinator for Wake Technical Community College Basic Skills Division and a work group member of the Adult ESOL Curriculum Framework Inquiry Project. She has taught ESOL in the U.S. and abroad, in a variety of settings, including intensive programs, workplace, and junior high school. ❖

Curriculum Frameworks

Turn to the Blackboard on page 28 for information on how to get a copy of the Curriculum Frameworks developed by Edith Cowper and her colleagues. ❖

Research Agenda for Adult ESL

Much is known about best practices in adult English as a second language (ESL), but unanswered questions about the adult English language learner, program design, teacher preparation, instruction, and assessment still exist. The answers to these questions are critical, not only to improve the effectiveness of adult ESL programs but also to improve the lives of adult ESL learners.

In 1996, the National Clearinghouse for ESL Literacy Education (NCLE) at the Center for Applied Linguistics (CAL) in Washington, D.C., was asked by the National Center for the Study of Adult Learning and Literacy (NCSALL) to assist in the development of a research and development agenda focused specifically on adult English language learners and adult ESL program issues. Its objectives are to provide funders with clear priorities for funding; to provide researchers with support for proposing specific projects; and to provide a focus for discussion about how to improve adult ESL programs.

In collaboration with NCSALL, and with additional sponsorship and support from Teachers of English to Speakers of Other Languages, Inc. (TESOL), NCLE has now completed the agenda, incorporating feedback from learners, instructors, program administrators, policymakers, and researchers. It is available, free, from NCLE, 4646 40th Street NW, Washington, D.C. 20016; (202) 362-0700 extension 200. It can also be downloaded from NCLE's web site at www.cal.org/ncle. ❖

NCSALL Research FINDINGS

Health a Relatively High Priority, Suggests Survey

Findings from a recent NCSALL survey of 52 state directors of Adult Basic Education (ABE) suggest that health as a content area and health as a skill area are relatively high priorities for them. However, state directors identify a number of barriers, among them lack of good curricula and health-related teacher training, as constraints to implementing health as a content area in ABE. Each state and U.S. protectorate has a director of Adult Basic Education, responsible for administering federal adult basic education funds and policies.

The survey was developed by NCSALL's Dr. Rima Rudd as part of her on-going examination of health and literacy. State directors were asked to rate the value of health as a content area, as a subject of study, as a skill area, and as a barrier to learning. They were asked about barriers to incorporating health lessons in adult learning centers. They were also asked to identify the concerns or considerations that must be addressed before teachers could incorporate health as a content area. The survey also invited commentary.

Of the 52 state directors, 46, or 88 percent, completed and returned the survey form. Each of the four regions of the country — Northeast, South, Midwest, and West — was represented.

The state directors were asked to rate four different aspects of health and literacy on a five point scale, with one indicating low priority and five indicating high priority. They offered a mean rating of 3.8 — higher than mid-range — to health as a content area in support of curriculum goals. They offered a similarly higher than mid-range rating, 3.5, to the extent to which health of adult learning is a barrier to learning. In both questions, the mean rating was the same for each region of the country. Overall, health as a content area, a subject of study, a skills area, and a barrier to learning, was offered a higher than mid-range rating.

While supportive of health as a content area, the state directors identified multiple barriers to addressing health in ABE and English for speakers of other languages (ESOL) classes. The barriers include those related to teaching and those related to students. The most frequently listed barrier was lack of curriculum (resources) and/or teacher training on the topic. "[Teachers need] training in contextualized learning and targeted health education training [as well as resources dedicated to community partnerships, particularly between ABE/ESL and health services," wrote one state director. Existing demands on teachers' time was also cited, by 15 state directors, as a barrier to addressing health in ABE and ESOL classes.

— Barbara Garner

Full Report Available

The research report upon which this article is based is available for $5. For a copy, contact Kimberly French, NCSALL *Reports*, World Education/NCSALL, 44 Farnsworth Street, Boston, MA 02210-1211; e-mail: KFrench@WorldEd.org. ❖

Letter to the Editor

In the last issue of *Focus on Basics,* I presented and discussed the findings from a new study on the economic impact of the GED by Richard Murnane, John Willett, and myself. One of the interesting and troubling findings of that study was that there was a substantial impact of the GED on the earnings of young white dropouts (age 21-26) who passed with scores just at the passing level, but not on the earnings of young nonwhite dropouts with similar scores. I offered several possible explanations for our results. Several subsequent letters to the editor of *Focus on Basics* suggested that my explanations were dancing around a simple explanation for our findings: employer discrimination in the labor market toward nonwhite job applicants. While I understand the spirit of these responses to the article, I would like to clarify exactly what we can and cannot say with our research.

First, however, some individuals were upset with our use of the term 'nonwhite.' While another designation could have been employed, the term simply derives from data limitations. That is, in our data we were only able to identify white, non-Hispanic individuals as one group, and everyone else as the other group. Thus, the 'nonwhite' group includes African-Americans, Hispanics, Native Americans, Asians, and anyone else who chose a race/ethnicity category other than 'white' on the GED test form.

The central assertion in some of the letters we received was concerned the fact that our results seemed to 'prove' the existence of employer discrimination in the labor market. Yet we did not discuss that as an explanation for our findings. The reason that discussion was lacking in the article is that we CANNOT establish with our study the presence of employer discrimination. Let me begin an explanation of that statement with a review of our findings. Our study shows that young white dropouts who were 16-21 when they attempted the GED in 1990, and who just barely passed the GED exams, received a substantial boost in earnings from acquisition of the GED. Furthermore, this boost in earnings was solely due to the labor market signaling value of the credential: employers used the GED as a signal of attributes that they valued but could not directly observe (e.g., motivation, commitment to work, maturity, etc.). However, we did not find that employers similarly valued the credential when it was possessed by the young nonwhite dropouts in our study. On the face of it, this may seems like evidence of racial/ethnic discrimination in the labor market. This interpretation warrants a closer look.

The relevant 'thought-experiment' for our results concerns two hiring situations. In the first, two observationally similar young white dropouts apply for a job, one with a GED and one without. Our results suggest that, in this case, the employer will use the GED as relevant information in her hiring decision, tending to prefer the white GED-holder over the white uncredentialed dropout. In the second situation, two young nonwhite dropouts apply for a job, one possesses a GED and the other does not. Our results suggest that in this situation, the employer does not use the GED as a signal of relevant information, or at least that the employer considers other observable information as more important than the GED in the hiring decision. That is, our data show that the nonwhite GED-holder is no more likely than the uncredentialed nonwhite dropout to be hired.

There is one way that these two 'thought-experiments' could be construed as evidence of employer discrimination. If discrimination leads employers systematically to relegate young nonwhite dropouts to such low-level jobs that the employer has no need for the information of productive attributes conveyed by a GED, then we would expect no 'GED effect' on the earnings of nonwhite dropouts. Other work we have done, however, suggests that this is not the case. For example, we find that nonwhites dropouts with and without credentials in our data are employed in jobs where the returns to basic cognitive skills are just as high, and sometimes higher, than the returns to skills enjoyed by white dropouts in our data. This suggests that nonwhite dropouts are employed in jobs where skills do matter and are rewarded.

I am certainly not attempting to argue the absence of labor market discrimination. Subtle and overt acts of discrimination are common in our society. It would be naive to argue that the labor market is immune from discriminatory practices. The relevant question, however, is what can we say about market discrimination with our research, and the answer is very little.

Our results are perplexing. Why do employers seem to value the GED as a signal for white dropouts who are on the margin of passing the GED, but not for nonwhite dropouts who barely pass? The results from our study do not contribute any information to the question of employer discrimination: that is a thought experiment involving a white and an nonwhite dropout showing up for the same job, a scenario not applicable to our study.

— John Tyler

Focus on research

Staff Development

"Anyone who makes decisions about staff development for teachers in adult literacy should be interested in the outcomes of this study," says Cristine Smith, principal investigator on the NCSALL staff development study. "People who want to get the most from staff development dollars, such as state literacy resource center staff, program and state ABE directors, are the primary audience. It will provide information about the contexts necessary for change and growth, and about how different models of staff development, if done well, work."

This four-year study examines how teachers change in their roles as learners, teachers, and members of the field of adult basic education (ABE) as a result of participation in one of three different models of staff development. The three roles represent widening spheres of influence. Good staff development should influence growth in all three areas.

Three Models

The three staff development approaches being examined are training/workshop, practitioner research, and mentor teacher groups. Training workshops are the most commonly used staff development method in ABE. (See page 9 for more on this model.) Practitioner research, a method growing in popularity, is when teachers choose questions to research in their classrooms. They conduct research, exploring the questions more fully or testing solutions to problems. The mentor teacher group model most closely resembles a marriage of the study circle and peer coaching. In a study circle, a group reads about and discusses a topic of interest; in peer coaching, colleagues observe each other's teaching and provide each other with structured feedback. "Each one of these three models, while different, involves acquiring knowledge, being critically reflective, and taking action," explains Smith. "The idea is to see how effective each model is, if done well, taking into account differences in teachers' backgrounds and the contexts in which they work."

The models have been designed to be accessible to teachers and affordable to states. "We may find that each model is appropriate for adult basic education," she says. "We don't know that now. We might see differences from state to state based on the way the adult basic education system and related staff development systems are administered. In Connecticut, for example, not many teachers were familiar with practitioner research, while in Massachusetts, it's widely known." The study is being conducted in Connecticut, Maine, and Massachusetts.

The research design involves running the three staff development models and collecting quantitative and qualitative data about the processes and results. One challenge lies in determining, if impact arises, the extent to which it is a result of the staff development process rather than some other factor. Influential factors might include characteristics of the teacher, such as years of experience or previous training, or characteristics of the program or system, such as full-time employment, paid time for staff development, etc. "By gathering quantitative demographic data from teachers and information about the contexts in which they work, we hope to be able to understand what is important for impact to occur," Smith explains.

Looking at Actions

They are looking at the actions the study participants — 120 teachers — take after participating in staff development, gathering data via questionnaires and interviews. Learners and program staff who are identified by participants as having been affected by the actions the study participants took as a result of their staff development experience may also be interviewed. "We won't be able to say too much about how staff development affects student learning," says Smith. "We will be able to say something about what it is going to take to get a staff development system going that enables staff to grow and change. We'll have models that are affordable and work within the ABE system."

For more information on this study, contact Dr. Cristine Smith at World Education in the Amherst office:

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E-mail: csmith@WorldEd.org
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—by Barbara Garner

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Guiding Communities to an Improved Future

Five Key Challenges for the Adult Educator!

Lorilee R. Sandmann

Are citizen empowerment, grass roots democracy, and community organizing passé in the '90s? Have community and societal problems grown so large and complex that only top professional bureaucrats and high-level decision-makers can deal with them? Is education losing its capacity and mission to make peoples' lives better? Have adult and community educators chosen the easy route of being merely information givers rather than skill developers? It would be easy to answer "yes" to these questions, except for a growing base of future studies research showing that citizens can be given ways to control their future. However, this is done through approaches different than the "people power" movements and community organizing efforts of the '60s and '70s. Adult educators can be guides to an improved future for communities, but face five key challenges.

Lorilee R. Sandmann is director of Michigan State University's Outreach Center based in Grand Rapids, Michigan. She teaches graduate level courses on futures studies and strategic planning and conducts numerous workshops and programs on developing and applying a futures perspective.

Challenge 1: Problems will not be solved in the past, but in the future, and educators must learn how to "work with" the future!

The future is nonexistent and far from being predictable. Yet estimates, best guesses, and predictions as to what it might be like are regularly generated by futurists, demographers, and planners, among others. Why? Knowing what the future is likely to bring can make the difference between being mediocre and excellent, and between success and failure, or surviving and going out of business. Businesses understanding this will use forecasters, planners, and other experts to the future. Some Japanese corporations have a planning horizon of as much as eighty years.

The past has always been one guide to the future. "What did we do last?" has often been the basis for educational planning, budget decisions, and preparation for most everything, including family vacations. And it worked fairly well in times of stability and predictability. Projecting trends into the future was about all the future studies technicians needed for much of the twentieth century.

However, change in the post-industrial information and biotechnical ages has shattered both the reality and illusion of predictability in economic, organizational, and community systems. Future studies assumes that society, community organizations, and individuals have a variety of future options and are not unduly contained or predestined toward a certain future. This assumption alone calls for new educational methods for teaching about the future. The question is "how?"

Challenge 2: Futures education/research relies heavily upon inventing possible futures and connecting up trends that typically are considered and used separately; adult eductors need these skills.

J. David Deschler and his colleagues at Cornell University conducted extensive research in 1988 to identify the nature and variety of futuring techniques. This work grouped such techniques into four categories:

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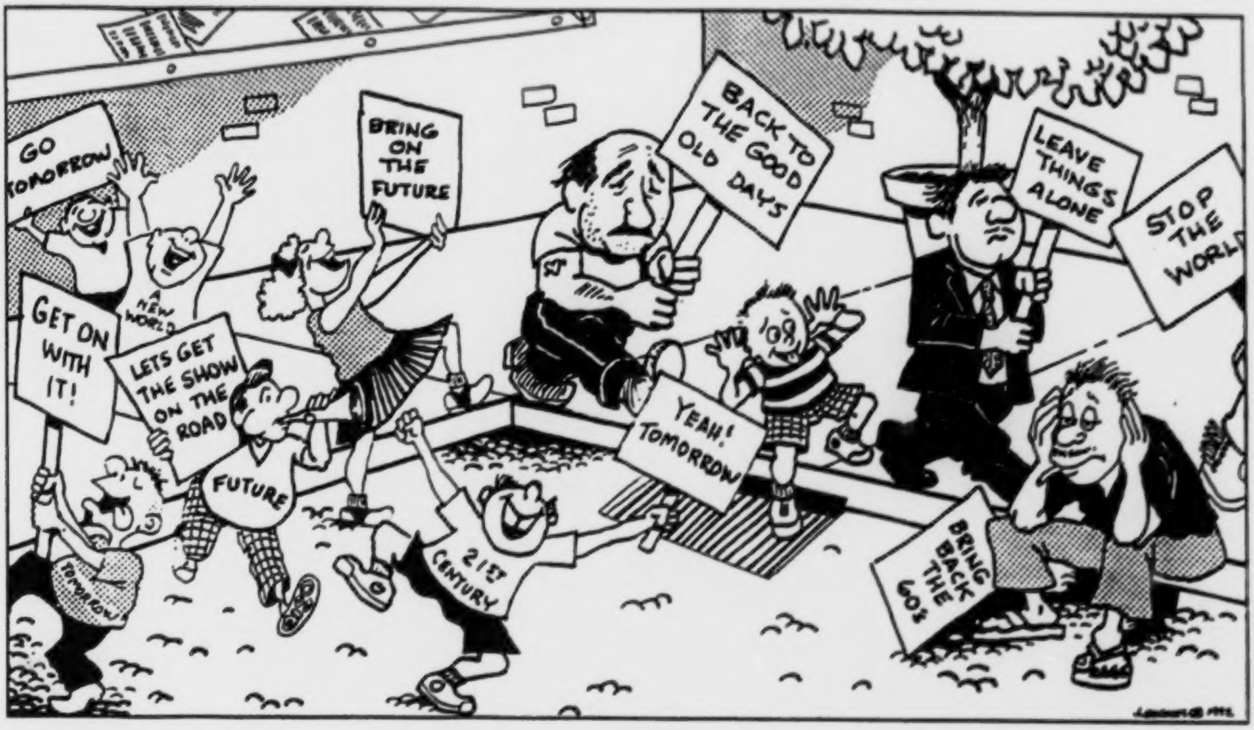

1. Forecasting and projecting the present trends into the future has been the most common technique. It is appropriate in stable times or when an appropriate trend adjustment factor can be identified.

2. Estimating the probable future results of various action taken today so adaptation and problem prevention actions can take place. The futures wheel is one example of a technique that can help people look into the future implications of a specific issue or decision.

3. Creating or inventing the future in alternate ways (scenarios) or in desirable forms (visions).

4. Exposing people to the future through expert opinion or conjecture about the future via information programs, films, videos, and discussion programs so that future scenarios can be anticipated.

This latter technique of anticipatory learning is the easiest form of programming and often consists of a "futuristic" video and a discussion. The real behavioral change opportunities in futures education programming come when educational audiences are provided with guidance and instruction in working with anticipation, invention, and creation techniques for their personal, organizational, and community lives. From this direction, organizing themes can come that can affect both long-term expectations and changes in how people's time is used on a daily basis. It can also form a base for more specific goals, objectives, and priority planning.

Educators should not limit themselves to only one invention or creation futuring technique. Each audience requires its own approach and not necessarily the "favorite" of the educator. Deschler's review, entitled *Working with Our Publics: Module 7 Techniques for Futures Perspectives*, and *Applying Methods and Techniques of Futures Research*, edited by James Morrison, William Renfro, and Wayne Boucher, are two resources that describe in detail many future studies approaches and techniques. Study of, and experimentation with, the various techniques will broaden an adult educator's repertoire of futuring strategies allowing more effectiveness as a "matchmaker."

Challenge 3: Differing communities of people best utilize different futuring techniques—it's up to the adult educator to be a matchmaker

How can people think about the future when daily experiences for most of us doesn't require it? What's the starting point? Several processes are described below as they have been used with various audiences.

How do individuals within a particular culture look at the future? The tool of ethnographic interviewing from the field of anthropology has been adapted by Robert Textor to inquire into the future. In one-on-one or small-group interviews, persons are guided into identifying and examining alternative scenarios of the future, including those that might be pessimistic and optimistic. Within this loosely structured and open-ended interview, the interviewee is urged to take ownership of these scenarios and use them to guide future actions. On a parallel level, organizations often explore the future by developing best case-worst case, and most probable results following a process whose "invention" is usually credited to Herbert Kahn.

A structured, multi-year and county-wide futures education project entitled "Georgia 2000" was conducted by the Georgia Cooperative Extension Service in the late 1980s. Futures-oriented public policy education was conducted on a county-wide basis in every Georgia county on the topics of land and water, managed growth, governance, education, and markets for Georgia products. This program forced thinking ahead on issues to a degree not typically done, and also thinking on the interrelationship of these sectors of Georgia communities. In contrast to the

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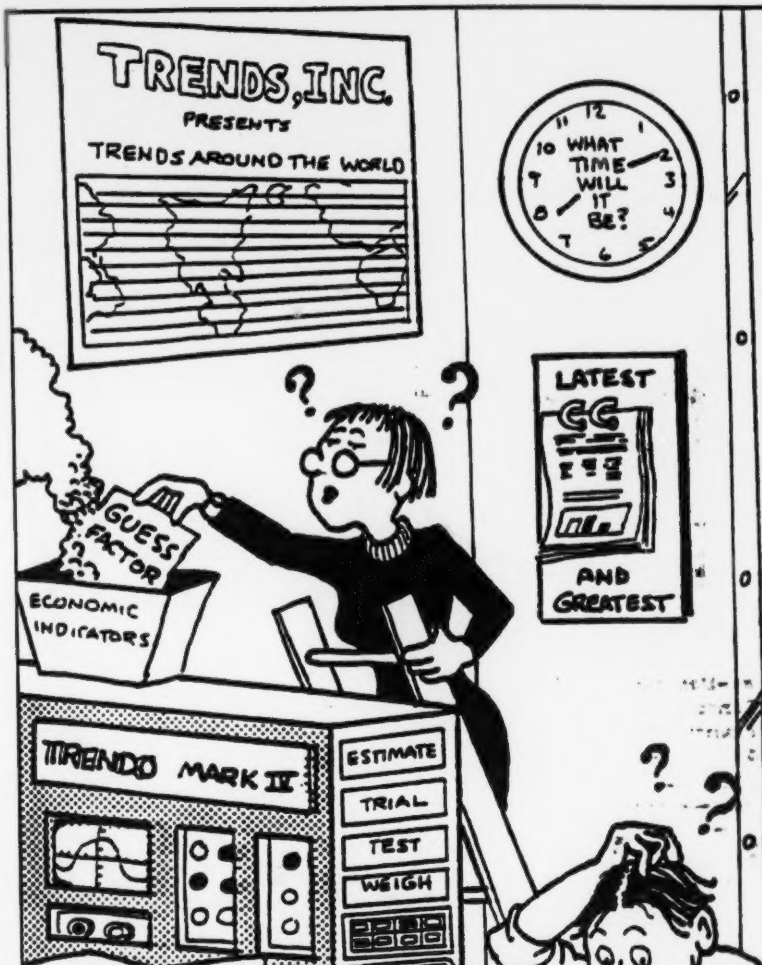
open-ended ethnographic futures research approach. the Georgia approach was structured by university faculty and carried out by Cooperative Extension faculty in a fairly standardized manner across the state.

Rapid vision creation and immediate action projects to bring about desirable aspects of the vision is a community development process used by University of Missouri Extension. A special one-evening program entailing a visionary process by community residents has often resulted in the implementation of community projects using extension support and resources. Success stories abound in Missouri as a result of this program. and are described in the publication. "Small Town Survival Manual." Program Director Jerry Wade strongly advocates that community development work must be proactive and should radically explore the future. Merely tinkering with the status quo may result in community development educators following the dinosaur as an extinct species.

Futures studies curriculum units are taught in many elementary and secondary schools throughout the county where students often design their community of the future. Future studies is clearly not something reserved just for scientists or the new breed of professional futurists. It is for everyone.

The Project Future Community Self-Renewal Program was developed and implemented by the Minnesota Extension Service as an approach to long-term community development for an audience of "at least half the people in the community." Project Future recognizes that multi-generational attitudes in communities don't change quickly, even if there is a need to do so, and that the residents and community leaders are preoccupied with the "nitty gritty" of daily life, which limits long-term planning and development. It is also recognized that "everyone is busy," and the typical approach of relying upon a few key community leaders to make improvements and lead change isn't always possible. An important question needs to be addressed by community and business educators as to whether change-making strategies in a mobile society can still rely upon opinion leaders and early adopters leading the way.

Project Future has similarities with other futuring programs, but also some major differences. Ethnographic futures research and the Missouri Community Development Program help individuals and community groups



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create a vision of the future, typically during a one-time special event. By contrast, the Project Future program guides a community over a two-to-four month period in developing a twenty-year vision that is based upon the suggestion of at least fifty percent of community residents, including all youth in grades seven through twelve.

Neither the Missouri program nor ethnographic future research have a structured action program tied to bringing about the vision. The Project Future program organizes a vision-related series of long- and short-range projects designed to bring about the vision. The continuous nature of this action phase in the Project Future program extends into the creation of a permanent community organization that continues to both update the community vision and generate work projects. Since 1988, fifty communities in Minnesota currently use the program but it is still not for every community in Minnesota, much less the United States.

Challege 4: To encourage, guide, and lead holistic futuring efforts in organizations and communities

Some futuring education is certainly better than none, but in a diverse, interconnected world, a strong case can be made for efforts that involve complete groups of interconnected people: families, organizations, and communities. Another consideration in choosing the degree and breadth of futures education is to consider the impact of the educational outcomes. When a vision is produced, it can provide not only a direction, but an energizing of those who developed it toward its accomplishment. If the educational sector of a community or the sales department of an organization engaged in futures exploration for the sake of being able to better perform their function, that may happen, but it may or may not have an effect on their respective organization or community.

Holistic approaches to futuring need to be thought of in covering all the interconnected activities of the organization and all the people involved. The more comprehensive the focus, the longer the time period, and the more effort for both adult educators and volunteers.

The Georgia 2000 program spent three years helping all counties in the state explore future aspects of five major areas. By contrast, the Project Future program of Minnesota spends several months helping a community define what it expects from the future in all areas and then organizing a continuing process to work on it. Futuring never ends within Project Future, nor does action toward community improvement ever cease. Communities, like automobiles, never get fixed once and for all.

Often, there is a discrepancy between what community members say they value or what they envision for the future, and the way they, or their organizations, currently operate. Quick, one-time futuring processes usually lack examining this discrepancy and making explicit underlying beliefs and assumptions. Without this examination, the process is thwarted. Such an examination, however, can be an incentive for positive change. An important contribution that adult and community educators can make in guiding community futuring processes is to encourage such a critical perspective.

Challenge 5: To practice what we preach and teach by serving as skillful researchers of the future and as energizing role models for educational audiences

The nature of fully "working with the future" requires considerable interaction with people, trends, and ideas of "what if"-type thinking. This cannot be done passively, or at a distance, but requires intensive commitment to the discipline.

It also requires a modeling of future-focused behavior that provides audiences with a demonstration of the utility and life impact of futuring skills and outlook. Futures research educators must use and demonstrate futures thinking in their personal and professional lives.

In a spring 1986 *Journal of Extension* article, Michael Quinn Patton defined fifteen futurist qualities in individuals. These include a belief in the possibility of creating the future; a global, universal perspective; holistic, big-picture perspective; process-oriented without the need for precise answers, and being comfortable with, and challenged by, ambiguities. Such qualities will be expected of the people in communities and organizations during futures research education. They should have to look only at us as adult educators during formal and informal educational sessions to see these qualities in action. ▲

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IN THIS ARTICLE

Organizational Cultures

Meshing Cultures in a Consolidation

Whether it's a merger, consolidation, or restructuring, culture clash is inevitable. Here's how to integrate different entities into a new, improved, and reconstituted organization.

BY KEVIN WALKER

AMERICA, it seems, is in the grip of merger mania. Industry consolidation is going on in many areas of the economy—from telecommunications and high tech to banking, insurance, and utilities. In fact, it's a natural event in the life cycle of mature industries and companies. But just how successful are most mergers?

Though mergers capture headlines, it's often not reported that many don't work out—for example, AT&T and NCR. One reason is that the firms that are merging can't integrate their corporate cultures. The people in charge fail to factor culture differences into the merger equation, or they fail to realize what a showstopper such differences can be—especially when the goal is to ratchet up business productivity and profitability.

Another reason a merger can fail is that, in some cases, it brings out the worst traits of the merging companies and doesn't leverage their individual strengths. That gravitation to the lowest common denominator—sometimes called, the productivity paradox—can make productivity take a nose dive. It also exacerbates such problems as poor employee morale, weak performance appraisal systems, and outdated technology—the very problems it was hoped the merger would solve.

The key issues are the same whether it's a restructuring, an office consolidation, or a merger with another organization. So, what's the best way to deal with cultural differences and smooth the road to a successful consolidation? Is there a way to capitalize on organizational differences to make integration faster?

With the right kind of project planning and execution, you can leverage the organizational strengths from merging companies to create a new, improved, and more cohesive organization. First, you have to conduct an organizational assessment before the merger takes place or, if it's already in progress, before beginning the serious, hands-on work of integration.

> ■ *Is there a way to capitalize on organizational differences to make integration faster?* ■

A multipurpose assessment

An organizational assessment serves these purposes:

- It helps identify obstacles to and potential enablers of a smooth transition.
- It helps gather hard data for driving process improvement.
- It helps establish a benchmark for future improvements in the integration.
- It helps signal employees that the organization cares about making sure they and the separate cultures come together smoothly.
- It provides a way for people in the merging companies to work together towards common goals.
- It helps identify hidden obstacles to integration.

That last point is possibly the most significant because organizations typically (and often glibly) pay only lip service to the importance of frequent, consistent communication with employees during a transition. It's tough to substantiate that except through anecdotal evidence, but it's more apparent when corroborative data gathered in an organizational assessment reveals a big picture of such communication problems as bottlenecks and "disconnects."

Recently, I and several colleagues worked with a mid-size company—AMM International (a pseudonym)—a maker of precision micro tools. Two years ago, the firm realized that to preserve its profit margin in a highly competitive industry and become more customer responsive, it had to consolidate operations and merge two wholly-owned subsidiaries that had been part of

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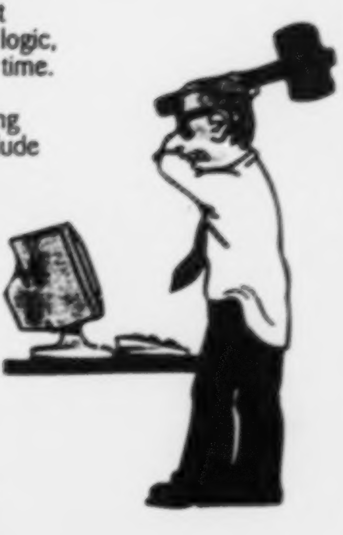

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the firm for 20 years. The consolidation meant that the subsidiaries would combine everyday business operations more than before. Executives at headquarters foresaw problems.

Most of the employees of one subsidiary were salespeople who were used to working independently and were older (average age 55) than employees at the other subsidiary. Many of the veteran salespeople had been with the firm before it got into micro optics, the specialty of the other subsidiary. Nevertheless, the salespeople had made a successful switch to selling those products.

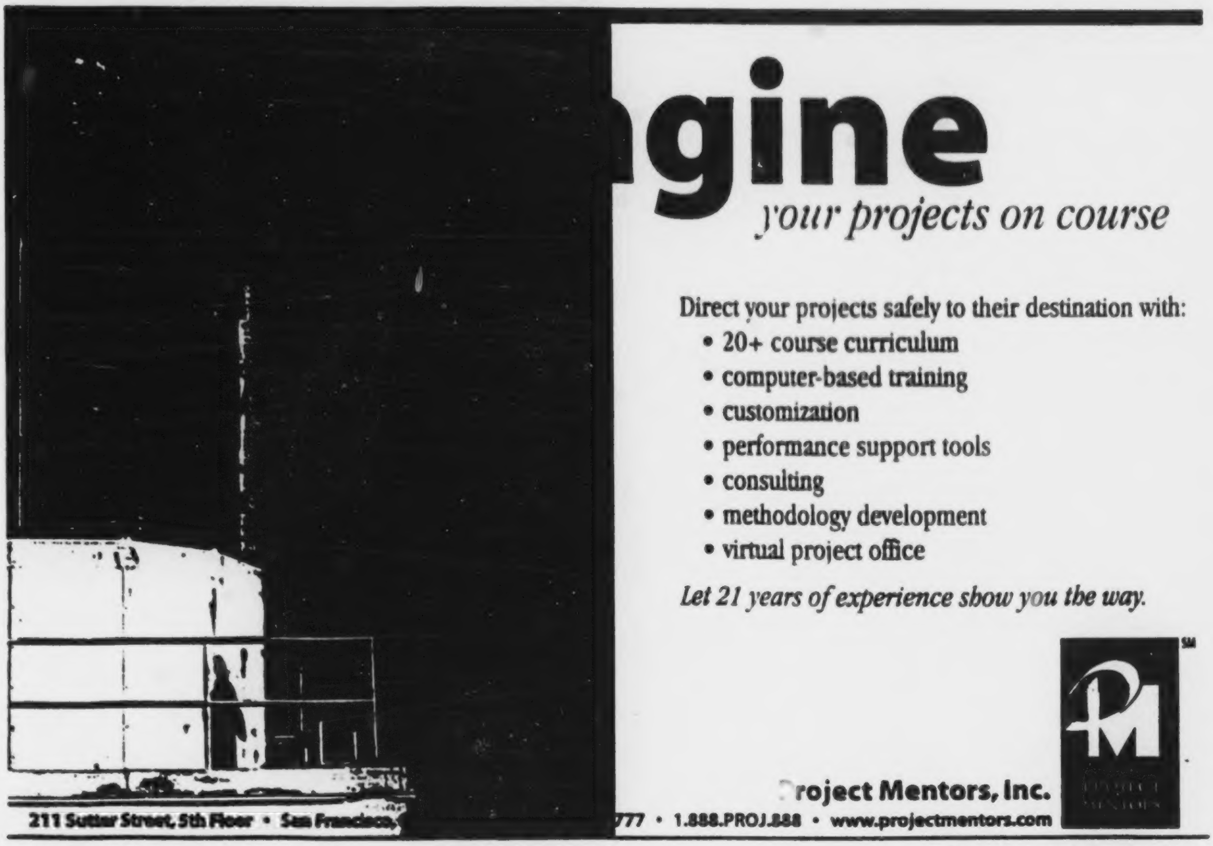
AMMI's success was built mostly on the salespeople's ability to bring in business and establish a reputation for strong customer service. The sales staff believed that because they were responsible for generating revenue, they didn't have to pay a lot of attention to headquarters or to the research and product development people at the other subsidiary. They said, "Just let us know when you've got something new to market and we'll sell it."

■ *That Lone Ranger attitude worried the people at headquarters* ■

That Lone Ranger attitude worried the people at headquarters because most of the sales staff would be retiring in a few years. AMMI wanted to begin grooming a new breed of sales representative. It wanted to institute a team-based approach that would connect one subsidiary's salespeople with the manufacturing and R&D people at the other subsidiary. AMMI had to move towards an integrated operational structure if it was to continue to dominate the micro-tool market. And it had to start now.

For the most part, the engineering and research employees were younger (age 25 to 35) than the salespeople, more technically oriented, and more accustomed to working in teams. In many ways, the R&D people represented AMMI's future. They were the strategic brain trust involved in such activities as research and development, product design and planning, robotics, and micro technology. Headquarters saw those areas as keys to future competitiveness. In fact, that's what prompted AMMI to merge subsidiary operations.

But there was often friction between the two subsidiaries. The salespeople viewed the R&D people as impractical and not streetwise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> ▪ *The technicians looked on the salespeople as little more than glorified order-takers* ▪

about the marketplace and real-world needs of customers. The technicians looked on the salespeople as little more than glorified order-takers. In addition, the two subsidiaries had totally different cultures. Efforts would have to focus on building bridges between the two operations and blending the best of both, while securing employees' commitment to those efforts and to creating a new organization.

Leverage and land mines

Fortunately, there was a forward momentum going for us when we began working with AMMI. The organizational assessment we conducted (107 questions asked of 466 employees in the subsidiaries and headquarters) found that, in general, employees felt AMMI had already done a good job initially in communicating the reasons for the consolidation. That was also apparent in focus groups and executive interviews.

Nonetheless, we decided that we needed to leverage certain operational strengths from each subsidiary and make them part of the new overall corporate culture. So, we wrote objectives into the merger management plan. For example, we recommended that AMMI leverage the positive team experience of employees at one subsidiary by making teamwork part of the new culture.

We also thought it was important to leverage the high level of motivation and job ownership of workers in both subsidiaries and carry that over to the restructured organization. That would help smooth what can be a disorderly period of diminished morale as job roles, reporting relationships, and career expectati are disrupted. It was also criti to maintain the level of job support (adequate tools, equipment, and workspace) that employees in both subsidiaries gave as one reason for their high motivation.

Last, we wanted to leverage the ability of the salespeople to work through bureaucratic tangles when necessary and be responsive to customers. Though we thought that should be part of the new organizational culture, it had to also embody team-based principles—not the Lone Ranger approach to problem solving typical of sales reps in the past.

The assessment helped identify organizational strengths, but it also highlighted certain problems. For example, it showed that employees of both subsidiaries didn't think senior executives were good at business planning and goal setting. At one subsidiary, just 63 percent of employees agreed with the statement: "Senior executives lead the organization by setting strategic direction." At the other subsidiary, the number that agreed was only 41 percent.

Nor did employees in either subsidiary think there was much of a link between their daily jobs and overall company goals. At one, 34 percent of employees agreed with the statement: "My organization's strategic planning process is useful to me in doing my job." At the other, only 24 percent agreed.

People also expressed concerns about teamwork and how it would affect their jobs. One employee said, "Both subsidiary operations have to work together cooperatively as a team or the merger will never work." Another asked, "How are we going to operate and coordinate our efforts when we're 100 miles apart?" Another expressed concern about trying to work as part of a team across complex organizational boundaries, while being expected to manage a heavy workload and deal with customers who have high expectations.

Other employees complained about "mushroom management"—being kept in the dark about the details of the merger. Said one, "Managers in the subsidiaries and at headquarters say they want to communicate, but they've reverted to a 'we'll let you know if we feel it's important' mode." A few employees said they were anxious about future promotion and career development opportunities in the new, consolidated organization.

Those comments and others pointed to organizational land mines that had to be dealt with.

8 CRITICAL STEPS TO SUCCESS

1. Create a clear, compelling rationale for the merger, acquisition, consolidation, or restructuring.

2. Communicate how it will be implemented.

3. Identify ingrained behaviors that might be obstacles to change.

4. Learn and leverage strengths from the consolidating companies.

5. Involve employees in helping manage the process.

6. As activities occur, take appropriate opportunities to honor the past.

7. Celebrate small victories.

8. Measure progress at regular intervals.

The game plan

The assessment showed that more than 60 percent of employees in the subsidiaries thought the consolidation was a good idea—probably due at least in part to AMMI's early, effective communication on the rationale for the change. Still, we advised managers that it was important to keep communicating with employees as the merger progressed; they agreed. No one wanted the rumor mill to kick in if and when problems or issues arose.

Most subsidiary employees (nearly 70 percent) also said that they thought the consolidation would be good for customers. That led

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managers to think that employees' concerns about working in teams and maintaining customer responsiveness were probably exaggerated. Yet, we urged them not to become complacent. We recommended that they stay involved in managing the merger and avoid the temptation to stand back and delegate details to lower-level managers. Staying visible sends an important message to employees that top management puts a high priority on making the merger a complete success.

To ensure that consolidation efforts stayed on track, AMMI's senior management team decided to reinforce new mission and performance goals to employees at every opportunity. That was especially important because the assessment had showed employees saw goal setting and planning as significant weaknesses in the managers—and because employees also said they often didn't feel aligned with company goals. We encouraged top managers to paint a picture for employees of where the company was going and how each individual's performance will be important.

> ■ *Teams played an important role in helping knit together the day-to-day operations* ■

Says change management consultant Warner Burke. "Most organizations in transition spend a lot of their time up front planning what to restructure, instead of talking about the goals and the roles of frontline employees."

In trying to get people on board, AMMI's top management put in place a formal communications strategy to keep employees informed and ensure frequent, consistent communication throughout each stage of the consolidation effort. The strategy included regular small-group meetings with employees, question-and-answer sessions with large groups, regular updates in employee publications. and such opportunities as an 800 line for anonymous employee feedback and questions. The strategy was intended to gain employees' commitment and identify potential trouble spots. Many organizations lack a similar robust system of internal communication channels through which to communicate with employees on a consistent and frequent basis. That's often not apparent until a company restructures and the standard communication channels become overwhelmed or don't work at all.

Because AMMI's top managers were committed to moving to a team-based approach, we suggested that it make teamwork a core component of new operations and put it front and center as a new organizational value. To that end, employees received training on team leadership skills, group facilitation, conflict resolution, and management. AMMI also instituted customer support teams made up of people from sales, product development, and manufacturing. Those teams played an important role in helping knit together the day-to-day operations of the two subsidiaries.

To reinforce a team-based approach and demonstrate a commitment to helping employees develop new skills, AMMI's top managers paid closer attention to employee development issues. During times of organizational transition, employees are often concerned about their future job security and employability. Such concerns can worsen when communications break down or when traditional career paths and development opportunities disappear.

The assessment showed that subsidiary employees knew less than their headquarters counterparts about advancement and training opportunities at AMMI. So, managers began providing frontline employees with coaching and mentoring.

Pressing forward

Now, the consolidation is mostly complete. Operationally, AMM thinks it has begun to link the wo and roles of salespeople more

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closely with the specialists in the high-tech research and product development areas. A new emphasis on teamwork fosters greater information-sharing and interaction between people with product knowledge and those with detailed knowledge of customers' needs. That has begun to tighten relationships between the two groups. The integration has been facilitated by merger teams made up of representatives from each of the subsidiaries. The teams are creating a new work culture that draws on the respective strengths of the former subsidiaries.

To make sure the firm stays on track towards long-term goals, top management has taken a cue from some of the assessment findings. It's trying to be more hands-on in articulating long-term strategic goals and how employees can participate. For example, senior managers no longer communicate with people mostly by memo but spend more time face-to-face with them discussing long-term goals and marketing strategies. In small-group discussions, the managers continue to couch the rationale for consolidation in the larger context of making AMMI more competitive. They also elicit questions and encourage employees to participate in discussions about the firm's future.

AMMI also now emphasizes the importance of continuous learning for all employees and the application of people's everyday work experiences to the continuous improvement of core business processes. Already, profitability and employee productivity are up.

No plan is perfect. Integrating two different organizational cultures into a single reconstituted company doesn't occur overnight. Incorporating new work practices and creating a new set of organizational values takes time, given the ingrained work behaviors that exist in most companies. ■

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Change...

continued from page 1

What We Know

We know from research on change in schools that resistance to and rejection of change can occur for a variety of reasons (Williams, 1993). William's research has also shown that change efforts need to be a combination of 'top-down' and 'bottom-up' strategies, strongly led, and combining pressure to change with the support to do so: support in terms of time, financial resources, and decision-making power.

Rosabeth Moss Kanter (1997) emphasizes that change-friendly organizations are future oriented. They seek to close the gap between current performance and an organization's potential. Change-friendly organizations embrace a 'learning together' approach characterized by a broad spectrum of participation within the organization and among stakeholders. Change-friendly organizations form networks to exchange knowledge and view differences as opportunities to grow. Their leaders create cultures in which people are challenged to take risks.

What I learned from my research is that the greatest barrier to organizational change has to do with the operating paradigm, or mind set, of the individuals and groups that make up an organization. Organizations are, after all, groups of people connected through common purposes into a systematic form to achieve particular ends (Morgan, 1997). While groups are sets of people small enough for their members to know and interact with one another, organizations are often large and the individuals who work in them only dimly perceive the total organization. Most of the human processes that happen within a formal organization actually take place in small groups, and organizational behavior can be understood by examining the ways of thinking and human processes of those groups (Pfeiffer & Ballew, 1991).

Varieties

Pfeiffer & Ballew (1991) point to the work of Marilyn Ferguson (1980) as useful in understanding the varieties of change. Ferguson classifies change into four types, described here.

1. Change by exception is where we allow exceptions to our beliefs but do not change our beliefs. For example, when we meet someone who does not fit our stereotypes, we classify them as being an exception to the group. The multi-pierced, skateboarding teenager who is polite and well-spoken may conflict with our assumptions about teenagers as rude and inarticulate, so we classify this particular one as an 'exception' but we do not change our beliefs about teenagers in general.

2. Incremental change is so gradual that it occurs before we become aware of it: usually, a collection of small changes that ultimately alter our belief systems. For example, a teacher may have started using technology with an attitude of resistance and disdain, but gradually changed to a point where technology became an indispensable tool in her practice. The teacher could probably not pinpoint the time where her beliefs about technology changed.

3. Pendulum change is when an extreme point of view is exchanged for its opposite. The hawk turns into a dove, the heathen turns into a religious zealot, or vice versa. Government programs are seen as the solution to social problems and then as having no viable role. Pendulum change ignores the past, ascribing no positive attributes to the previous points of view. The new belief is often as zealously held as the old.

4. Paradigm change is when we 'step out of the box' for a more fundamental rethinking of premises. Discordant information is considered and integrated and new ways of thinking emerge. As Ferguson (1980) points out, it is only paradigm change that promotes transformation, and for transformation, or true organizational change, to occur, the beliefs that control behaviors must undergo the more profound mind set change.

> *"...the greatest barrier to organizational change has to do with the operating paradigm, or mind set, of the individuals and groups that make up an organization."*

Paradigm

A paradigm is a model of how the world works that permits the holder to interpret and use new information. A paradigm is the general perspective from which we view the world. A paradigm shapes perceptions and practices in nearly unconscious and unquestioned ways. It shapes what we look at, how we look at things, what we label as problems, what problems we decide to address, and what methods we use. It is a way of filtering and

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making sense of all the information that bombards us daily (Maguire, 1987; Wheatly, 1992). Ten years ago, paradigms were rarely applied to the analysis of organizations. Now, organizations regularly discuss and strategize about shifting paradigms. The idea that organizations can shift their paradigms is extremely powerful. It means that individuals and groups can define how they view and interpret the world around them, and begin organizing behavior around new way of thinking that can significantly transform organizations.

Systems Theory

At this time in history, we seem to be caught between two ways of thinking: analytical, expressed by the machine metaphor, and synthetical, which seeks interconnectedness and wholeness as expressed in metaphors such as webs, fluid mosaics, and rivers. In the analytical way of thinking, the world is seen as a machine. The underlying assumption is that phenomena can best be understood by being broken down (reduced) into individual parts, and examined part by part. In this school of thought, the scientific method, objectivity, linear thinking, either-or thinking, and competition are promoted and presumed to be free from values and independent of context.

Synthetical thinking, or "systems" thinking, popularized for organizations by Peter Senge (1990) and Meg Wheatley (1992), emphasizes putting things together. In this view, the system as a whole is more than the sum of its parts. Localness, harmony, cooperation, and a sense of mutual dependence are promoted, contextualized in the values and meaning systems of those involved. Systems theory, being about a world view, helps us understand paradigms. Systems theory helps us understand how deeply ingrained assumptions about how the world works shape our habits and minds and our society's organizations and institutions in a continuous process of reinforcement.

In the organizational realm, Morgan (1997), an organizational theorist and consultant, writes that old ways of thinking, represented by the machine concept of the world, are so ingrained in us that they are difficult to recognize, let alone shake off. They have been the basis for the educational and political structures and social institutions that guide our lives. Therefore, "...we get stuck in taken-for-granted ways of thinking and stuck in actions that are inappropriate for dealing with the problems and situations at hand. We operate in narrow, technical concerns, characteristic of the machine age" (p. 277). We are unable to make the transformative organizational changes needed to increase our productivity and address problems creatively.

> *"...old ways of thinking ... are so ingrained in us that they are difficult to recognize, let alone shake off."*

Three-Pronged Process

Kurt Lewin (1951), the father of organizational development, saw change as a three-pronged process: unfreezing, moving, and refreezing. Unfreezing involves loosening or melting ways of thought, behaviors, or sets of often unconscious behaviors that work against productivity in solving social problems and conflict. Once the ices of thought patterns or behaviors inhibiting productivity are melted, they flow into more natural channels until cooled enough to refreeze in more functional and congruent patterns. The new patterns remain until they are once again challenged by the perception of the need to change again. Lewin's formula for change is elegantly simple but fearsomely difficult to put into practice. Fortunately, Gareth Morgan (1997) has introduced a way to actualize Lewin's concept of the change process.

Imaginization

Morgan, an organizational theorist and consultant, introduced the term and process "imaginization" as a way to break free from habits of the mind and heart into space that allows for acting differently within organizations, to unfreeze, move and refreeze. Morgan sees metaphor as the primary means through which we forge our relationship to the world. According to Morgan, the images we hold of ourselves and the world can either constrain or expand our potential for transformation. By developing an image of an organizational structure, a problem area, or the future, we gain insight into how our organization operates and what it will take to change. Nature supplies many excellent ideas for imaging. For example, we might imagine organization as an ant colony, a spider plan, a river, or a web.

Morgan's ideas about imaginization led me to think about conceiving of an organizational change initiative in which I was deeply involved as ships, seas, winds, and icebergs. This gave me a way to "imagine" what was facilitating and what was inhibiting the adult basic education programs' abilities to engaging in a participatory planning process. It was also a way to

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understand why programs were having so much difficulty with a seemingly simple process. So come with me on a journey into images. Think of two adult basic education programs, one school-based and one community-based, as sailing ships in the organizational sea of a participatory planning process: cold seas where icebergs are common.

Strong prevailing winds help the programs begin their journey. Fueling these winds are a well thought-out, systematic planning process with a number of useful and practical implementation tools as well as support through training, technical assistance, and dollars allocated for staff time. Other sources of momentum include the professionalization and enhanced confidence of programs as a result of five years of intense program and staff development, and the desire and capacity of the programs to plan and deliver quality services.

The Logistics Iceberg

The two adult basic education ships are sailing the organizational seas of a participatory planning process. They have made it out of the harbor and are sailing along with gusto when the first iceberg appears. It is small and highly visible. This is the logistics iceberg, where the investment of time and resources needed to carry out the planning process is at odds with part-time staff and capricious and multiple funding sources. In this iceberg are found such difficulties as getting day and evening staff together for planning, including night-time staff who have other jobs during the day, and finding time to carry out the process and the action plans because some funders do not provide funds for planning.

The logistics iceberg is not insignificant, but the ships slip around it with creative thinking. The crucial issue is whether a program and its management understand and support the entire planning process. The looming and more hidden icebergs have to do with habit and mind set: the paradigm in which the program and its staff are operating. These are the potentially formidable barriers to implementing a process that presumes teamwork, cooperation, and power sharing for learning together about solving problems and making improvements.

The Way Business is Done

The way business is done, or habit, iceberg contains existing approaches and structures by which the program operates. This iceberg is not highly visible and has deep and jagged edges, which can fatally damage the ships. If the operating norms of a program are ones of isolation, authoritarianism, and mistrust, then the organizational environment will be hostile to a participatory planning process. People in organizations do not organize their behavior around processes introduced from the outside. They organize their behavior around the operating norms that contribute to the culture of the organization. A program in which staff rarely meet or even talk to each other, and in which helping one another is not valued, is not a likely place to use a participatory planning process effectively. Such programs are usually managed by a director whose style is top-down and who has little history of consulting staff about programmatic, funding, and personnel issues. Such directors may act in a highly paternalistic or materialistic manner and are unlikely to share their decision-making power. This type of environment tends to generate mistrust and competition and inhibits the development of skills necessary to work in a cooperate, participatory manner.

Programs that have already been operating in a participatory, collaborative manner, in which staff talk to each other a lot, support each other, and work together, are likely to have receptive organizational cultures. These are usually programs where the director has readily shared information and decision-making power with the staff. Such programs are like ships with special radar. The radar detects the iceberg and steers clear of it. However, the ships now enter dangerous waters that harbor a hidden and treacherous iceberg. Only the most sophisticated radar can detect it hovering deep in the waters, waiting to pierce the bottom of the ship. This is the iceberg of mind set, which embraces the many assumptions, beliefs, and values about how the world works.

The Paradigm Iceberg

The third iceberg, the hardest to detect, is the mind set, or paradigm, iceberg. In this iceberg are the thinking patterns, attitudes, beliefs, and values that underlie the behavior of programs and practitioners. They often come into conflict with the assumptions underlying a process that embraces teamwork, cooperation, power sharing and learning together.

Thinking in terms of processes and systems, working in teams, and vesting power in practitioners throughout an organization are enormously difficult for most people. Most of us have learned to manage by meeting short-term numerical goals. We have not considered the capabilities of the system as a whole or the interrelationship of processes, especially as they relate to overall goals. Teamwork is not commonplace. Collaboration and cooperation are often undervalued and individual achievement championed over that of the group. The skills it takes to function successfully in a team, both as a member and as a leader, are frequently viewed as "soft," having

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little to do with the real work of getting business done. Most of us are unfamiliar with and unskilled in consensus building, participatory decision-making, and all the other skills needed for teams to function effectively. Our intellectual training has promoted thinking in absolute categories and either-or terms, making us uncomfortable with ambiguity and confrontation. Our lack of skill and discomfort make us reluctant to give up old ways.

Other attitudes and beliefs important to embracing change have to do with what we think about motivation and power. A participatory planning process assumes internal motivation and the capacity of each practitioner to recognize and solve problems. It trusts that the resulting shifts in power will be of benefit to the organization. A deeply ingrained assumption in our culture, however, is that competition is a prime motivator. Just look at our schools' grading systems and assessment tests.

And then there are beliefs about power. The participatory planning process shifts the power in the organization from the top and spreads it throughout the organization. If a director believes there is only a finite amount of power in any given organization, then she is likely to resist letting go of that power. If a director believes that power grows as you give it away, the chances that a participatory planning process can take root are much higher.

One of the programs successfully cleared the first two icebergs but 'wrecked up' when it encountered the paradigm iceberg. The other program sailed the seas of the participatory planning into a new world of thinking, growing, and doing. This was a change-friendly organization that took risks to reach a vision of what it could be.

So...

What does this tell us about the organizational change process? How do we shift to being change-friendly? One way is to develop insight into why so many change efforts fail. We also need to recognize that complex change efforts are just plain hard. Recognizing the paradigm in an organization and the need to change it is big step in an organization's ability to plan and implement change effectively. Significant organizational and management changes may be needed to support the paradigm shift.

Shifting paradigms also helps us recognize that meaningful organizational change needs to be systemic and continuous. And, in change, loss and anxiety emerge around surrendering old and familiar ways. Linking change efforts to issues vital to the organization is one way for staff to see the benefits of the change in areas that have personal meaning for them. This is likely to reduce anxiety, but conflict and anger may erupt out of the stress that true change creates.

The process of organizational change is likely to be bumpy, difficult, and frustrating: a series of two steps forward and one step back. It needs to cut through barriers in our hearts and minds as well as in our organizations. But it does liberate us from addressing problems according to our prior approaches. It moves us from simply tinkering with the system to using our collective brainpower to make a difference in a world. The need to change is our constant companion. It may be hard, but it is always worthwhile. ❖

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Marcia Drew Hohn, Ed.D., is Director of Northeast SABES (System for Adult Basic Education Support) located at Northern Essex Community College in Lawrence, MA. She has been working in the field of adult education for more than 25 years in a variety of environments, including business, health, municipal management, and basic education. Her present research and writing is focused on the integration of health and literacy education. ❖

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Planning
for
Technology

Planning for Technology

Over the course of the last decade, technological advances have had a deep impact on the way we, as educators, conduct our daily lives. Administrators in adult literacy agencies have had to adapt to these changes by patching together meager resources, working to retrain staff, and altering program curricula to fit learners' changing needs. This session will focus on what agencies need to do to effectively plan for the integration of new technology, and what program-wide changes need to take place to make this transition a smooth one.

Planning for Technology Facilitators

Joyce Keene

Ms. Keene earned her Bachelor of Science degree in psychology from Hahnemann University in 1973. For the next five years she was an integral part of the community mental health system in Philadelphia that provided the new model for mental health service delivery for the entire country. Ms. Keene continued developing her professional skills for the next ten years in a private psychological practice, an employee assistance program, a public mental health clinic, and a county agency for alcoholism.

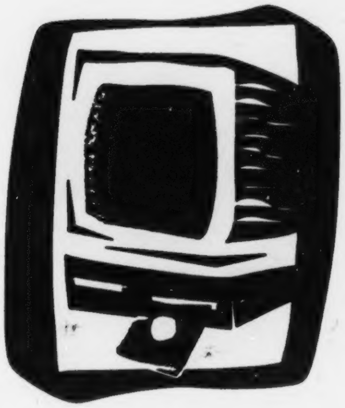
In 1989, Ms. Keene earned her Masters of Science degree at Allegheny University of the Health Sciences in the Group Counseling and Organizational Dynamics Program. Integrating her vast knowledge of human psychology with the dynamics of groups and organizations added a new dimension in her skills as a facilitator of change and transition.

The past ten years have been the most rewarding of Ms. Keene's career as she has been a faculty member in the Allegheny University group dynamics program and the Rosemont College business program. She has enabled students to understand and implement the process of change for human beings in both their personal and their organizational life.

James H. Crumel

With more than thirty years of experience in information technology, Jim Crumel is known not only as a developer of computer-based systems, but as a developer of organizations and people as well. In his twenty years experience as an executive, he has utilized his extensive human resource skills to maximize the contributions of a multicultural workforce in meeting business objectives.

Mr. Crumel has demonstrated his deep interest in developing others as a coach and mentor in the community, in the workplace and on the college campus. He has served as chairman of the INROADS Parents Support Group, and as mentor/tutor in Project Reachback and Philadelphia Futures. He has led a diversity task force which provided diversity awareness training at Cigna, and has coached and mentored numerous employees over the years. For the 1995-1996 academic year, Jim served as executive-in-residence at Temple University's School of Business & Management, providing career counseling and establishing a mentoring program. Combining his organization development training with his extensive management and technology expertise, Jim founded Crumel Consulting Group to collaborate with associates in improving multicultural workplace effectiveness and in facilitating organizational and technological change.



New literacies

Bertram Bruce

TECHNOLOGY

September e-mail

To: jaal@mailbox.uq.edu.au
From: chip@uiuc.edu
Date: September 1998
Subject: New literacies

First, let me welcome readers to the inaugural column of the Technology department. My hope for this department is that it will increase dialogue about new communication and information technologies and explore what these media mean for literacy and literacy educators. It is time for everyone in this field to engage with these rapidly evolving literacy practices—to embrace, reject, or work with them to understand what they imply for literacy education.

I imagine that *JAAL* readers vary greatly in terms of how comfortable they feel with new technologies, but that nearly all of you are aware that they pose new challenges and opportunities for becoming literate in today's world. Most of us are just on the cusp; we see some of what is going on, but find ourselves surprised again and again by new developments and often at a loss to keep up.

The Technology department will examine various aspects of the new literacies and their implications for teachers and students. Month by month it will focus on changing literacies, learning, equity, school and work, censorship, globalization, language, or other issues that we need to rethink in light of our changing technological world. I hope that readers will contribute Web site suggestions and questions to explore.

I want each column to suggest something of the hypertextual, multimedia world we are entering. In addition to my monthly e-mail message, there will be an Issue of the month, a Data View (about new technologies), Interpretations, a Literacy Web Page of the Month, Web sites to visit, a Glossary, and other components, each with links to more information on the World Wide Web.

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(pp. 46–49)

Issue

Will the information age transform literacy?

We don't notice the technologies of literacy because we treat our literacy technologies as natural and inevitable: How else could one write except with a pen and paper, or a typewriter? But when we look at literacy cross culturally, or historically, it becomes difficult to ignore the means and the media by which people communicate. That we often conceive literacy without mentioning its technologies tells us mostly that these technologies are deeply embedded in our daily practices.

If we could go back in time, we would see the earliest human communities employ simple symbol systems. The nature of early literacy within those communities is closely tied to the available technologies of oral sounds, drums and flutes, gestures, facial expressions, petroglyphs, or the display of artifacts. As with the Internet today, there is a strong emphasis on visual images, icons, and brief sound segments. It is difficult to express certain ideas using these first media for literacy without the complex narrative structures that accompany later, more sophisticated oral language use.

Literacy transformations

primitive symbol systems
=> complex oral language
=> early writing
=> manuscript literacy
=> print literacy
=> video literacy
=> digital/multimedia/hypertext literacy
=> virtual reality

Adapted from Bruce, B.C. (1997). Literacy technologies: What stance should we take? *Journal of Literacy Research, 29*, 289–309.

As societies move to more complex oral language, extended stories become possible. Later, early writing means that more ideas can be retained in permanent forms. At each stage (see Literacy transformations above), new technologies afford new possibilities for communication and knowledge representation, making possible history as a field, formal schooling, the mercantile system, and many other changes. The technologies at each stage—devices, artifacts, methods of reproduction, distribution systems, and so on—evolve along with the changing conceptions of literacy and its role in social practices. In this way, the evolution of literacy is demarcated by a series of changes that are neither simply social, nor technical, but sociotechnical.

What can we say about the latest set of sociotechnical changes? Some would argue that we are about to embark on a communal journey into cyberspace, a world in which traditional conceptions of text will give way to virtual reality theater; that it will be a world where relations among people will be enhanced through their mediation by computers, and where global democracy will flourish as writers share their every thought through the universal hypertext. We could add that this cyberspace will mean prosperity for all as machines take over mundane work and embedded systems transform every object in our environment into intelligent companions.

Others counter that these changes will create a rigid class system as they reward the symbolic analyst elite and relegate everyone else to serving roles, or that relations between people will be replaced by relations with machines. But perhaps, as others claim, none of this is true; the cyberworld is merely another commercial blitz devised to make us purchase electronic gadgets and shop forever in a digital mall. Is the information age bringing, as Dickens (humwww.ucsc.edu/dickens/index.html) might say, the "best of times" or is it bringing the "worst of times," or must we conclude from all the hyperbole that it is "so far like the present period" that we can do nothing but speak of it in contradictory superlatives?

It seems clear that technological changes neither determine nor are determined by social relations. What happens with new technologies depends in large part on how we interpret and respond to them, how we appropriate them into daily practices, and how we alter them to fit our needs. As a result we often overestimate the magnitude of changes in the near future. We expect transformations and find only "more of the same."

But as we become blasé about the latest gadgets, we find ourselves engaging in new practices made possible by the new technologies. These new ways of communicating, of relating to one another, and of accomplishing our daily lives create possibilities that go beyond what even the designers of the new technologies envisage. It is this yet to be designed world that we seek to understand.

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Data view

- The Internet now has more than 30 million hosts. See Network Wizards at www.nw.com
- Traffic on the Internet has been doubling every 100 days. See The Emerging Digital Economy at www.ecommerce.gov
- 73% of white high school and college students in the United States have access to a home computer; only 32% of black students do. See Bridging the Digital Divide at www2000.ogsm.vanderbilt.edu/papers.html

Interpretations

- "[C]omputers are, inevitably, culturally relative objects; unlike rocks and whales, they cannot be said to exist without people who possess culture, in which to recognize and use them. This is an important realization, because it brings us back to the mysterious thing called 'meaning' after technocentrism has threatened to banish it" (p. 23, Jaron Lanier, "Moving Beyond Muzak," *Harper's*, *296* (1774), 22–24, March, 1998).
- "Thus email is not the same one social practice and conception of giving and receiving meanings via digital text. Like 'literacy,' 'email' is an umbrella term for a diverse and ever growing array of technological literacies" (p. 146, Colin Lankshear, *Changing Literacies*, Buckingham, UK: Open University Press). (See also Professional Materials, this issue, p. 68.)
- "Technology is making life easier and more convenient and enjoyable, and many of us healthier, wealthier, and wiser. But it is also affecting work, family, and the economy in unpredictable ways, introducing new forms of tension and distraction, and posing new threats to the cohesion of physical communities" (www.technorealism.org).

Literacy web page of the month

Over 60% of the citizens and 70% of the local businesses of Blacksburg, Virginia, USA, use the Internet on a regular basis. This is a result of a collaboration between the town, Virginia Tech, and Bell Atlantic to create one of the first electronic villages at www.bev.net.

Web sites to visit—Organizations

Some organizations based in the U.S. concerned with adolescent and adult literacy

International Reading Association www.reading.org
Literacy Volunteers of America archon.educ.kent.edu/LVA/
The National Council of Teachers of English www.ncte.org
National Center on Adult Literacy www.literacyonline.org

Glossary

Cyberspace—as coined by science fiction writer William Gibson, a computer network in which users mentally traverse large data matrices; now commonly used to describe the Internet.

Embedded systems—computer processors that work in appliances, cars, telephones, lights, and other devices; they are often invisible to the user (www.embedded.com) and mean that nearly everyone is becoming a user of computer technologies, even without realizing it.

E-mail—a service that allows users to send and receive messages via computer and network; many services now support styled text, graphics, audio, or video.

Host—a computer connected to the Internet with a registered name, such as www.reading.org.

Hypertext—a text in which "hot links" allow the reader to move to another text; these texts can be sounds, images, and video, as well as familiar printed texts. Hypertext blurs the line between author and reader, as each collaborates in the construction of the text to be read. It is the format for World Wide Web resources.

Internet—the global communications network that supports the World Wide Web and, increasingly, voice and video communications.

Sociotechnical analysis—an approach to the study of human activity that explicitly accounts for both social practices and the influence of material objects, such as artifacts, tools, and communications media.

Virtual reality—a system that gives the user the illusion of viewing or participating in a 3-D artificial world; current systems include 360-degree, 3-D visualization, surround sound, and even physical touch effects (haptic sensations).

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Reader comments on this column are welcome.
E-mail: chip@uiuc.edu; Mail: Bertram Bruce, 1501 N. Coler, Urbana, IL 61801, USA.

Let us know what you think

The *Journal of Adolescent & Adult Literacy* welcomes Letters to the Editors concerning material that appears in the journal. Contact us at *JAAL*, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, USA. Or send us an e-mail message at journals@reading.org

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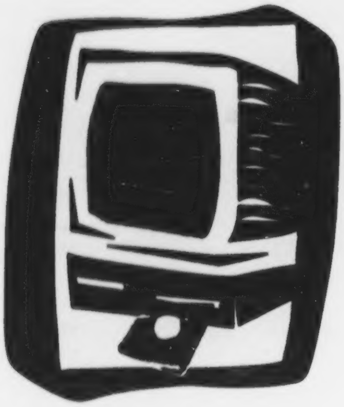

TECHNOLOGY

New literacies

Bertram Bruce

September e-mail

To: jaal@mailbox.uq.edu.au
From: chip@uiuc.edu
Date: September 1998
Subject: New literacies

First, let me welcome readers to the inaugural column of the Technology department. My hope for this department is that it will increase dialogue about new communication and information technologies and explore what these media mean for literacy and literacy educators. It is time for everyone in this field to engage with these rapidly evolving literacy practices—to embrace, reject, or work with them to understand what they imply for literacy education.

I imagine that *JAAL* readers vary greatly in terms of how comfortable they feel with new technologies, but that nearly all of you are aware that they pose new challenges and opportunities for becoming literate in today's world. Most of us are just on the cusp; we see some of what is going on, but find ourselves surprised again and again by new developments and often at a loss to keep up.

The Technology department will examine various aspects of the new literacies and their implications for teachers and students. Month by month it will focus on changing literacies, learning, equity, school and work, censorship, globalization, language, or other issues that we need to rethink in light of our changing technological world. I hope that readers will contribute Web site suggestions and questions to explore.

I want each column to suggest something of the hypertextual, multimedia world we are entering. In addition to my monthly e-mail message, there will be an Issue of the month, a Data View (about new technologies), Interpretations, a Literacy Web Page of the Month, Web sites to visit, a Glossary, and other components, each with links to more information on the World Wide Web.

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(pp. 46–49)

Issue

Will the information age transform literacy?

We don't notice the technologies of literacy because we treat our literacy technologies as natural and inevitable: How else could one write except with a pen and paper, or a typewriter? But when we look at literacy cross culturally, or historically, it becomes difficult to ignore the means and the media by which people communicate. That we often conceive literacy without mentioning its technologies tells us mostly that these technologies are deeply embedded in our daily practices.

If we could go back in time, we would see the earliest human communities employ simple symbol systems. The nature of early literacy within those communities is closely tied to the available technologies of oral sounds, drums and flutes, gestures, facial expressions, petroglyphs, or the display of artifacts. As with the Internet today, there is a strong emphasis on visual images, icons, and brief sound segments. It is difficult to express certain ideas using these first media for literacy without the complex narrative structures that accompany later, more sophisticated oral language use.

Literacy transformations

primitive symbol systems
=> complex oral language
=> early writing
=> manuscript literacy
=> print literacy
=> video literacy
=> digital/multimedia/hypertext literacy
=> virtual reality

Adapted from Bruce, B.C. (1997). Literacy technologies: What stance should we take? *Journal of Literacy Research, 29,* 289–309.

As societies move to more complex oral language, extended stories become possible. Later, early writing means that more ideas can be retained in permanent forms. At each stage (see Literacy transformations above), new technologies afford new possibilities for communication and knowledge representation, making possible history as a field, formal schooling, the mercantile system, and many other changes. The technologies at each stage—devices, artifacts, methods of reproduction, distribution systems, and so on—evolve along with the changing conceptions of literacy and its role in social practices. In this way, the evolution of literacy is demarcated by a series of changes that are neither simply social, nor technical, but sociotechnical.

What can we say about the latest set of sociotechnical changes? Some would argue that we are about to embark on a communal journey into cyberspace, a world in which traditional conceptions of text will give way to virtual reality theater; that it will be a world where relations among people will be enhanced through their mediation by computers, and where global democracy will flourish as writers share their every thought through the universal hypertext. We could add that this cyberspace will mean prosperity for all as machines take over mundane work and embedded systems transform every object in our environment into intelligent companions.

Others counter that these changes will create a rigid class system as they reward the symbolic analyst elite and relegate everyone else to serving roles, or that relations between people will be replaced by relations with machines. But perhaps, as others claim, none of this is true; the cyberworld is merely another commercial blitz devised to make us purchase electronic gadgets and shop forever in a digital mall. Is the information age bringing, as Dickens (humwww.ucsc.edu/dickens/index.html) might say, the "best of times" or is it bringing the "worst of times," or must we conclude from all the hyperbole that it is "so far like the present period" that we can do nothing but speak of it in contradictory superlatives?

It seems clear that technological changes neither determine nor are determined by social relations. What happens with new technologies depends in large part on how we interpret and respond to them, how we appropriate them into daily practices, and how we alter them to fit our needs. As a result we often overestimate the magnitude of changes in the near future. We expect transformations and find only "more of the same."

But as we become blasé about the latest gadgets, we find ourselves engaging in new practices made possible by the new technologies. These new ways of communicating, of relating to one another, and of accomplishing our daily lives create possibilities that go beyond what even the designers of the new technologies envisage. It is this yet to be designed world that we seek to understand.

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Data view

- The Internet now has more than 30 million hosts. See Network Wizards at www.nw.com
- Traffic on the Internet has been doubling every 100 days. See The Emerging Digital Economy at www.ecommerce.gov
- 73% of white high school and college students in the United States have access to a home computer: only 32% of black students do. See Bridging the Digital Divide at www2000.ogsm.vanderbilt.edu/papers.html

Interpretations

- "[C]omputers are, inevitably, culturally relative objects; unlike rocks and whales, they cannot be said to exist without people who possess culture, in which to recognize and use them. This is an important realization, because it brings us back to the mysterious thing called 'meaning' after technocentrism has threatened to banish it" (p. 23, Jaron Lanier, "Moving Beyond Muzak," *Harper's*, *296* (1774), 22–24, March, 1998).
- "Thus email is not the same one social practice and conception of giving and receiving meanings via digital text. Like 'literacy,' 'email' is an umbrella term for a diverse and ever growing array of technological literacies" (p. 146, Colin Lankshear, *Changing Literacies*, Buckingham, UK: Open University Press). (See also Professional Materials, this issue, p. 68.)
- "Technology is making life easier and more convenient and enjoyable, and many of us healthier, wealthier, and wiser. But it is also affecting work, family, and the economy in unpredictable ways, introducing new forms of tension and distraction, and posing new threats to the cohesion of physical communities" (www.technorealism.org).

Literacy web page of the month

Over 60% of the citizens and 70% of the local businesses of Blacksburg, Virginia, USA, use the Internet on a regular basis. This is a result of a collaboration between the town, Virginia Tech, and Bell Atlantic to create one of the first electronic villages at www.bev.net.

Web sites to visit—Organizations

Some organizations based in the U.S. concerned with adolescent and adult literacy

International Reading Association www.reading.org
Literacy Volunteers of America archon.educ.kent.edu/LVA/
The National Council of Teachers of English www.ncte.org
National Center on Adult Literacy www.literacyonline.org

Glossary

Cyberspace—as coined by science fiction writer William Gibson, a computer network in which users mentally traverse large data matrices; now commonly used to describe the Internet.

Embedded systems—computer processors that work in appliances, cars, telephones, lights, and other devices; they are often invisible to the user (www.embedded.com) and mean that nearly everyone is becoming a user of computer technologies, even without realizing it.

E-mail—a service that allows users to send and receive messages via computer and network; many services now support styled text, graphics, audio, or video.

Host—a computer connected to the Internet with a registered name, such as www.reading.org.

Hypertext—a text in which "hot links" allow the reader to move to another text; these texts can be sounds, images, and video, as well as familiar printed texts. Hypertext blurs the line between author and reader, as each collaborates in the construction of the text to be read. It is the format for World Wide Web resources.

Internet—the global communications network that supports the World Wide Web and, increasingly, voice and video communications.

Sociotechnical analysis—an approach to the study of human activity that explicitly accounts for both social practices and the influence of material objects, such as artifacts, tools, and communications media.

Virtual reality—a system that gives the user the illusion of viewing or participating in a 3-D artificial world; current systems include 360-degree, 3-D visualization, surround sound, and even physical touch effects (haptic sensations).

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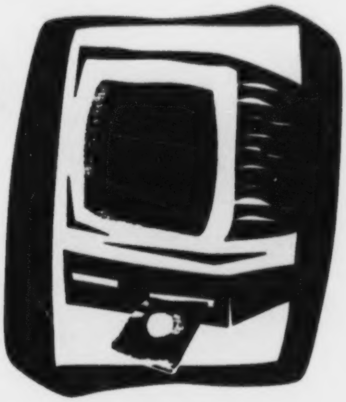

Mixing old technologies with new

Bertram Bruce

TECHNOLOGY

October e-mail

To: jaal@mailbox.uq.edu.au
From: chip@uiuc.edu
Date: October 1998
Subject: Mixing old technologies with new

In the September Technology column I talked about the way literacy practices are changing along with new technologies. That picture of step-by-step changes is a convenient one, but it tells only part of the story. For one thing, the kind of literacy associated with one set of media for reading and writing does not go away when new media, such as the mass-produced book or the computer, become available. Instead of replacing one kind of literacy with another, we add to our repertoire.

But we don't just add either; we change the ways we enact literacy. In the realm of popular media, we see that television did not replace radio, although it did lead to changes in the ways that people used the earlier technology. Rather than sitting in front of the radio at home with family and friends, we took portable radios with us in the car, to the beach, or to work, and began wearing radio headsets. The content transformed along with the hardware, as radio drama and variety programs gave way to news and recorded music. In a similar way, we add to our ways of making and interpreting texts, and change the occasions for these practices. People still use quill pens and calligraphy brushes, although generally for aesthetic and symbolic rather than daily functional purposes.

Along with adding new technologies for literacy, and changing the ways in which we use older technologies, we also create literacies that are hybrids of existing practices. We can see the great variety of these new literacies reflected in the electronic journals now coming online. Some of the periodicals appearing online look very much like their printed counterparts. Others add interactive features, more graphics, even video. Many have links to Web sites, and many become sites for collaboration through online discussion groups.

As these e-journals become more commonplace, they alter what the September *JAAL* editorial referred to as first-wave technologies (such as television), as well as the print-based technologies (such as newspapers) that preceded them. Each of these technologies undergoes changes as we develop our understanding of them and interact with them in new ways. We now see, for example, that newspapers not only cover the digital revolution, but that their format begins to take on characteristics of Web pages, such as extensive use of graphics, cross-indexing, and even citations of URLs.

These multiple literacies make new demands on readers and writers and on those who are helping students to develop their literacy skills. Moreover, they challenge all of us to become aware that we are actively involved in shaping the very technologies we use.

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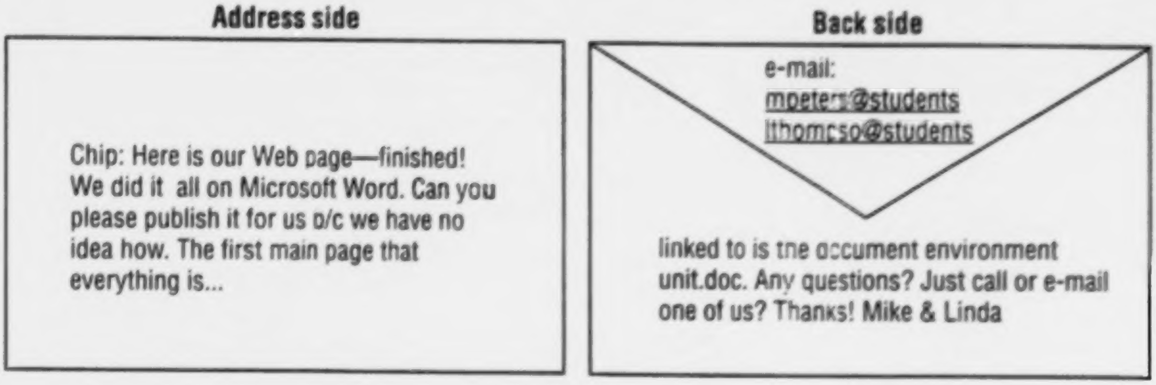
(pp. 136–139)

Issue

Hybrid literacies

It is no longer the case that we can easily separate the use of new technologies in literacy from standard practices. More often than not, literacy means combining a variety of new and old tools in creative ways; we have to develop hybrid practices that moot the question of whether to use new technologies at all.

I saw this variety in a course I taught recently for preservice teachers. In this course, every student created a set of Web pages. Working with students in that process reminded me how much we are all caught between new and old literacies. For example, two students gave me their Web project on a floppy disk in an ordinary envelope. What they had written on the envelope appears in the Figure.



Address side

Chip: Here is our Web page—finished! We did it all on Microsoft Word. Can you please publish it for us b/c we have no idea how. The first main page that everything is...

Back side

e-mail:
mpeters@students
lthompso@students

linked to is the document environment unit.doc. Any questions? Just call or e-mail one of us? Thanks! Mike & Linda

This text exemplifies the complex, changing, and hybridized literacies today's students need to learn. Physically, it consists of a standard envelope, but one that contains a magnetic disk. In spite of the impressive storage capacity of the disk, it turns out to be more effective to communicate using the blank paper of the envelope and a felt-tip pen. On the other hand, they ask for questions back via e-mail. They use hybrid morphemes, such as "b/c" for "because," drawing perhaps on e-mail discourse and Web pages they have seen. Their text is created "all in Microsoft Word," but using the HyperText Markup Language or HTML format appropriate for the Web. Mike and Linda are unconsciously creating a hybrid medium, one that combines paper and pen, floppy disk, and e-mail in a unique way. They could have constructed a different hybrid, for instance, by e-mailing the files or their envelope message, or by requesting a response on paper.

Mike and Linda say this is their finished Web page, but of course the Web page isn't the envelope or even the disk, but information that won't be on the Web until it's posted on a server, and they have no idea how to do that. In fact, they know more than they claim, because they have created the documents for a fine Web site, using a word processor that supports hypertext. And they know that somehow the various files on the disk need to be transferred to a larger disk on the university Internet server. Although they are still learning, their knowledge is impressive enough to be daunting to some people.

As they are learning how to use these new technologies to accomplish a given task, Mike and Linda are doing something perhaps even more important. They use the Web as a way to represent themselves. In this case, their Web page becomes a portfolio that they use when seeking a teaching job. But the flexibility of the Web format makes it possible to portray many aspects of personal identity to the world. Many young people now have Web pages proclaiming, "All About Me!" with links to pictures, friends, pets, favorite music, hobbies, and more. As a medium for these portrayals, the Web supports diverse, hybrid representations that express the diverse, hybrid character of societies and individuals today.

We see on the Web aspects of both old and new literacies intermingled and continually reconstructed. Even a technology as basic as e-mail developed in this way: About 3 decades ago, file transfer programs were developed to move large data files from one computer on the Arpanet to another. Early users realized that they needed to communicate with the person receiving the file at a distant site if they were to use the new

(continued)

Issue (continued)

technology effectively for transferring those files. Fortunately, they quickly saw that one kind of file they could transfer was a message to the other person. Moreover, they could send messages about any topic. Thus was e-mail invented out of file transfers. This process of appropriation of technology has made the history of technological change dynamic and difficult to predict. In a similar way, Mike and Linda are moving rapidly to become literate in new forms without abandoning the old. They appropriate certain practices, alter others, and blend them with both old and new needs to accomplish their purposes. In so doing, they become not just users of the new technologies, but active constructors of it.

E-journals

Electronic journals concerned with adolescent and adult literacy

- *Reading Online* www.readingonline.org—an electronic journal published by the International Reading Association. The audience is literacy educators interested in using the Internet for research, instruction, and communication. Features peer-reviewed interactive articles, reviews of print and nonprint materials, and ongoing professional dialogue about critical issues in literacy education.
- *Library Trends* edfu.lis.uiuc.edu/puboff/catalog/trends/toc.html—a quarterly journal that explores trends in library design and use. Each issue is devoted to a single theme from special libraries to emerging technologies. The site includes only abstracts and ordering information.
- *Computers and Composition* www.cwrl.utexas.edu/~ccjrnl—includes descriptions of computer-aided writing and reading instruction; personal accounts of teaching experiences; explorations of ethical, legal, and social issues around computers and writing; and discussions of how computers affect the form and content of written discourse, or the process by which it is produced and interpreted. There is both a print and an online version; the latter employs audio, video, and hypertext.
- *Teaching English as a Second or Foreign Language: An Electronic Journal*—a quarterly listserv journal on the teaching of English as a second or foreign language. It includes studies in ESL/EFL pedagogy, second language acquisition, language assessment, and applied socio- and psycholinguistics. Subscribe by sending the message "sub teslj-l firstname lastname" to listserv@cmsa.berkeley.edu.
- *The VirtualUniversity Gazette* www.geteducated.com/vugaz.htm—a monthly newsletter for distance learning professionals. It contains job announcements, updates on programs, and short articles on issues in technology-enhanced distance education, especially for adult learners.

Interpretations

Literacy has never been more central to work than it is today, and not just literacy, but "literacies," the multiple forms of literate practice that new technologies and new forms of social organization have brought about. The new literacies entail not only basic reading and writing, but also "soft skills," such as the ability to use reading and writing to solve problems and to communicate complex information. Successful practice of this kind of literacy is part of "knowledge work."

"By the end of this century knowledge workers will make up a third or more of the work force in the United States—as large a proportion as manufacturing workers ever made up, except in wartime" (Peter Drucker, November 1994, "The age of social transformation," *Atlantic Monthly*, p. 62).

"[E]mployers now look for hard and soft skills that applicants wouldn't have needed 20 years ago:

The ability to read and write at the ninth-grade level or higher
The ability to do math at the ninth-grade level or higher
The ability to solve semistructured problems where hypotheses must be formed and tested
The ability to work in groups with persons of various backgrounds

(continued)

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Interpretations (continued)

The ability to communicate effectively, both orally and in writing

The ability to use personal computers to carry out simple tasks like word processing."

(Richard Murnane & Frank Levy, 1996. *Teaching the New Basic Skills*, New York: Martin Kessler Books, pp. 31–32.)

Literacy Web page of the month

NewJour gort.ucsd.edu/newjour—a comprehensive list of e-journals and other serial publications. In January 1998, NewJour added its 5,000th journal. The list's precursor was the Association of Research Libraries' www.arl.org directory of electronic journals, newsletters, and discussion groups, first published in 1991 by Ann Okerson.

Glossary

Arpanet—a network of computers designed to allow researchers to share expensive computer resources. It was created in 1969 at Bolt Beranek and Newman in Cambridge, Massachusetts, USA, and was the forerunner of the Internet, the infrastructure for the World Wide Web.

E-journal—a journal in electronic form. In some cases, an e-journal may appear as a World Wide Web page, with a URL; in others it is delivered by electronic mail, usually through a listserv.

First-wave technologies—communication/information technologies, such as radio, television, audio recording, video recording, cinema, and telephone, which operate primarily with analog representations of information. These technologies have been primarily used for one-way delivery of information, but there are many exceptions.

Header—information included with an e-mail message such as who sent it, the date of sending, and the subject of the message. A full header can show the path that the message traveled, where an automatic reply will be sent, the message priority, and other features.

Hybrid literacy—a way of producing and interpreting texts that combines aspects of two or more sets of literate practices. For example, discussion on a moderated list may call for a unique blend of certain academic conventions for writing along with other conventions about friendly social interchange. The particular blend is in turn dependent upon technological features such as how the listserv program displays messages and headers.

Listserv—an Internet service that allows a group of people to communicate via e-mail by sending mail to a single electronic address. Messages are forwarded to each person on a designated list and are often archived for future reference. Listserv communications vary greatly, including informal conversations, moderated list discussions, and formal publications, such as e-journals.

Moderated list—an electronic e-mail list with a moderator who may initiate and guide discussions, review messages for appropriateness, or issue periodic summaries.

Second-wave technologies—communication/information technologies, such as computers, the Internet, the World Wide Web, and digital video, which operate primarily with digital representations of information. These technologies present great opportunities for two-way communication.

URL—Uniform Resource Locator, an electronic address, typically one designating a computer file on the World Wide Web, such as www.reading.org. The URL system allows millions of computers, each containing thousands of files, to refer consistently to specific resources.

Reader comments on this column are welcome.
E-mail: chip@uiuc.edu. Mail: Bertram Bruce, 1501 N. Coler, Urbana, IL 61801, USA.

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Resource from IRA: Language study in middle school and high school classrooms

The contributors to *Language Study in Middle School, High School, and Beyond*, edited by John S. Simmons and Lawrence Baines, believe that language should be the central focus for study in the reading and language arts classroom and that gaining mastery over language can be stimulating, enlightening, and enjoyable.

The text presents 10 diverse viewpoints on language study in the middle school and secondary school that are divided into the following areas: studying language through literature and the arts, using writing and speaking to study language, language use in different academic settings, and emerging trends and language study. All the chapters recommend that language study can be connected to students' lives in immediate and exciting ways.

John S. Simmons is a professor at Florida State University, Tallahassee, Florida, USA, and Lawrence Baines is an associate professor at Berry College, Mount Berry, Georgia, USA.

Language Study in Middle School, High School, and Beyond was the Association's February Book Club mailing. It is available for a prepaid cost of US$29.95 (Association members take 20% off), plus shipping. Order publication number 182–189.

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From Classroom to Chat Room

By Carl L. Pritchard

Traitor!

One of my fellow instructors slapped me with that label as I took over our organization's distance learning program. I had been asked to map out a way to translate successful classroom instruction into instructor-led, Web-based training. Four courses later, I found myself educating the other instructors on how to adapt their skills to a new frontier. The more I work in this new environment, the more I find that Web training is not the enemy but a strange new ally.

For some trainers, Internet technology can be frightening. But with quality instruction, the technology becomes secondary to the classroom experience. In instructor-led WBT, the instructor plays a critical role—serving as both a mentor and humanizer. By drawing participants out and encouraging them to share their insight and experiences, instructors personalize what is often a sterile experience. And it's the same traditional instructional elements—personal commitment, participant interaction, and enthusiasm—that differentiate between an indifferent online learning experience and a high-quality one.

Classroom instructors have their own instructional "tricks," and online instructors must learn some new ones for WBT technology. Here are several approaches.

Threaded discussions. Whether the design is synchronous or asynchronous, cohort-driven or independent, almost every virtual classroom design incorporates a threaded discussion. Those bulletin boards serve as a home for the "classroom library" (with case studies and additional readings) and the ongoing discussions between participants.

Threads can be vital learning centers if the instructor encourages and rewards their use, such as emailing a series of cheerleading messages. It's important to generate excitement around the threads and find ways to encourage participants to check the sites frequently.

For example, a section titled "Course Discussion" encourages little discussion. If anything, it smacks of a long, dry, boring lecture. However, such lively titles as "Top 10 Reasons for..." or "Best of..." provide discussion fodder for participants who don't agree on "best" or "most." The threads must also be current.

Chat rooms. Online educational chats come in different forms and technical expertise. Because of the inherent, occasional, and real-time technical glitches that occur, the instructor must be able to manage them just as he or she would manage noise outside a classroom window. It can't be ignored, and it can't dominate the discussion. Instructors need to either talk through technical problems with participants with one or two quick online responses or encourage them to resolve the problems with the help desk and rejoin the chat later. The outpouring of ad-hoc technical support from other participants for a technically challenged participant can stall the discussion.

While giving technical guidance, an instructor must continue the class. If the technical issues relate to the discussion, fine. If not, they must be migrated quickly to an alternate chat room or a later time for discussion. Instructors who can keep the primary discussion on track will invariably find that participants are more satisfied with the quality of the chat-room interaction.

Instructors must also be able to write well. The most erudite speaker will come across as a moron if he or she has too many grammar and spelling errors. Fast, accurate typing or effective voice-recognition software are crucial to keep the instructor in charge on the virtual platform.

Email. Many of the instructor-led classes on the Internet rely heavily on instructor-learner email. Though some email may be prepackaged, online instructors can provide responses with a personal touch. A witty remark or critical insight that leads to a lengthy, prepackaged email can change the cookie-cutter tone. It personalizes the experience for participants and builds on the learner-instructor connection.

But an instructor must be careful in all email communication with online participants: For example, the word *you* carries far more weight in an online message than it does in face-to-face conversation. An email saying "you should try another approach to this diagram" may come across as harsh and dictatorial. The tone can be softened just by eliminating the word *you*. For example: "Another approach to this diagram could prove more effective."

A virtual classroom is, in many ways, far more intimate than a traditional classroom. Participants expect more personalized responses, personal attention, and individualized experience. The instructor has to live up to those expectations with timely and accurate responses.

HTML slides. Because courseware is being created (for the most part) in HTML, many instructors feel that is where they're being left out. That's where the instructional designers take over and instructors are out of the loop. But nothing could be further from the truth.

All instructors must have a clear, critical understanding of the courseware, but WBT instructors must also understand the technology. They don't have to know how to code HTML, but they need to understand how the information is delivered on the Web. The instructor's role is not as a technical help desk, but it's still his or her responsibility to ensure that course materials are delivered as promised. So, the instructor must serve as a resource. Instructors should be able to direct participants to solutions by providing guidance on where to go to, who to contact, and how to resolve problems in general. In addition, instructors are challenged to make participants feel as if they have a kindred spirit during the experience.

The write stuff

Not all Web-based distance education takes place on the Internet. Instructors should be ready to guide participants to such outside resources as Internet-based or printed course materials and textbooks. Savvy instructors have a store of information and alternative resources.

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Participants still recognize, respect, and appreciate the written word, so they seek written references from the instructor. They tend to request textbooks, often asking whether the texts are available via www.amazon.com. They also ask the instructor whether he or she can recommend authors and other authorities.

Participants also expect an instructor to be experienced in related software packages. In one of our organization's courses, learners often ask the instructors pointed questions about software capabilities and tools, even though the programs are skills-based rather than tool-based. The more an instructor can meet such needs, the better.

Making the transition to the Web is not a huge challenge for Web-literate instructors who can write to the point. However, they should polish their basic communications skills, including spelling, grammar, and use of slang or jargon. No amount of technical expertise makes up for poor writing. Run a spell check on every email. Use a grammar checker. Beware of using slang. Other countries and U.S. regions interpret colloquialisms differently. Remember: What's written on the Internet is, in effect, forever.

The other part of preparing for the shift to Web-based instruction is knowing the particular technology. An instructor should be on a par with or ahead of participants, though inadequate hardware and software can undermine an otherwise skilled instructor. It's prudent to use a system similar to the one participants are using, but the instructor should be able to operate it at a significantly higher level.

For example, if a learner uses Netscape 3.0 and a 28.8 connection, an instructor should be able to do the same. An instructor should also be able to switch to Netscape Communicator on a broadband connection. Instructors and learners need compatible software. If learners use Visio or Paintbrush software for exercises, an instructor needs that software or a compatible file viewer to check coursework.

No matter what the technical issues are, the basic instruction elements still carry across on the Internet. Participants respond to a responsive instructor. Through timely responses, carefully tailored feedback, and educational insight, successful classroom instructors can become successful online instructors.

Carl L. Pritchard *is director of distance learning, ESI International, 4301 Fairfax Drive, Arlington, VA 22203; 703.558.3133; cpritchard@esi-intl.com.*

Tech Talk, *edited by* **Donna Abernathy**, *features technology and learning issues. Email queries and topic outlines to ttalk@astd.org. Or write Tech Talk,* Training & Development, *1640 King Street, Box 1443, Alexandria, VA 22313-2043.*

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Professional Development

Professional Development Planning

How do administrators determine an agency's professional development needs? How can administrators work to create a coherent professional development plan for an agency staff member, or self? This session will answer all of these questions and will encourage administrators to formulate a draft of their professional development plan for the coming year.

Professional Development Planning Facilitator

Joseph F.X. Smith

Joseph F.X. Smith, a career and human resource consultant at OPTIONS, advises individuals on career planning and on-the-job career management issues and facilitates career development workshops. He also works with corporate clients on career effectiveness as well as sexual harassment prevention issues, particularly facilitating workshops and counseling employees accused of sexual harassment, or those whose behavior is judged at risk. *The Legal Intelligencer* and other publications have published articles and numerous professional organizations have heard him speak on third party sexual harassment as well as career management issues.

Prior to joining OPTIONS in 1992, he designed and conducted training sessions, facilitated groups and counseled adults from college to pre-retirement age as director of the University of Texas Catholic Center in Austin, and before that, director of The Paulist Renewal Center in Seattle. He has an M.A in human development from the University of Connecticut, an M.A. in theology from St. Paul's College, and a BA in political science from LaSalle University. He Is a member of the International Association of Conger Management Professionals as well as the Philadelphia Region Organizational Development Network, for whom he served as program chair and steering committee member for several years.

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THE PENNSYLVANIA ADMINISTRATORS INSTITUTE

CREATING A PROFESSIONAL DEVELOPMENT PLAN

Gather/Introductions/ Expectations/Goals

Professional Development for the Agency and the Administrator

A Model: THE CAREER MANAGEMENT PROCESS

- Assess self while reflecting on staff
- Assess Agency
- Identify Targets
- Set Goals
- Develop strategies to implement plan

Trends Impacting Literacy work

- Implications of trends for the future

Professional Development: A Definition

- "What is going on across the State?"
- Agency reflections and reports

Developing a Professional Development Plan: How To

- Identify Needs
- Assess Self and Agency
- Develop Action Steps

Personal Professional Development Plan

- Assess Self
- Share Resources
- Personal Action Steps

Summary and Evaluation

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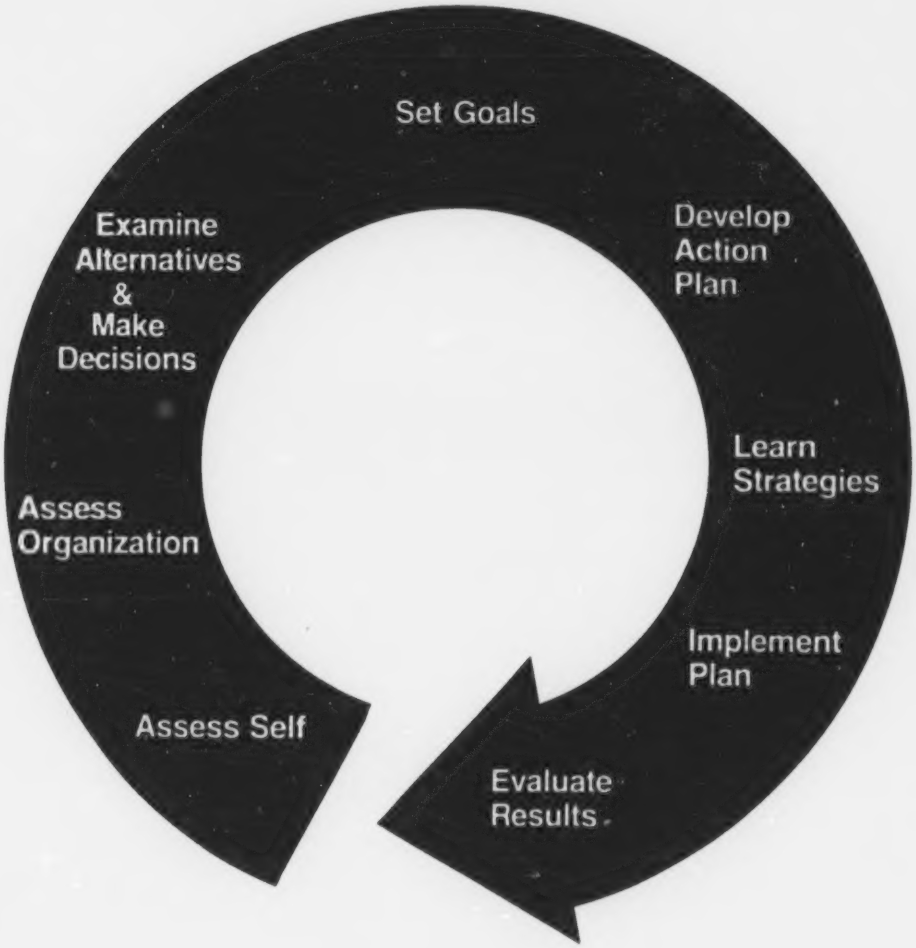
Steps In The Individual Career Management Process


Set Goals
Develop Action Plan
Learn Strategies
Implement Plan
Evaluate Results
Assess Self
Assess Organization
Examine Alternatives & Make Decisions

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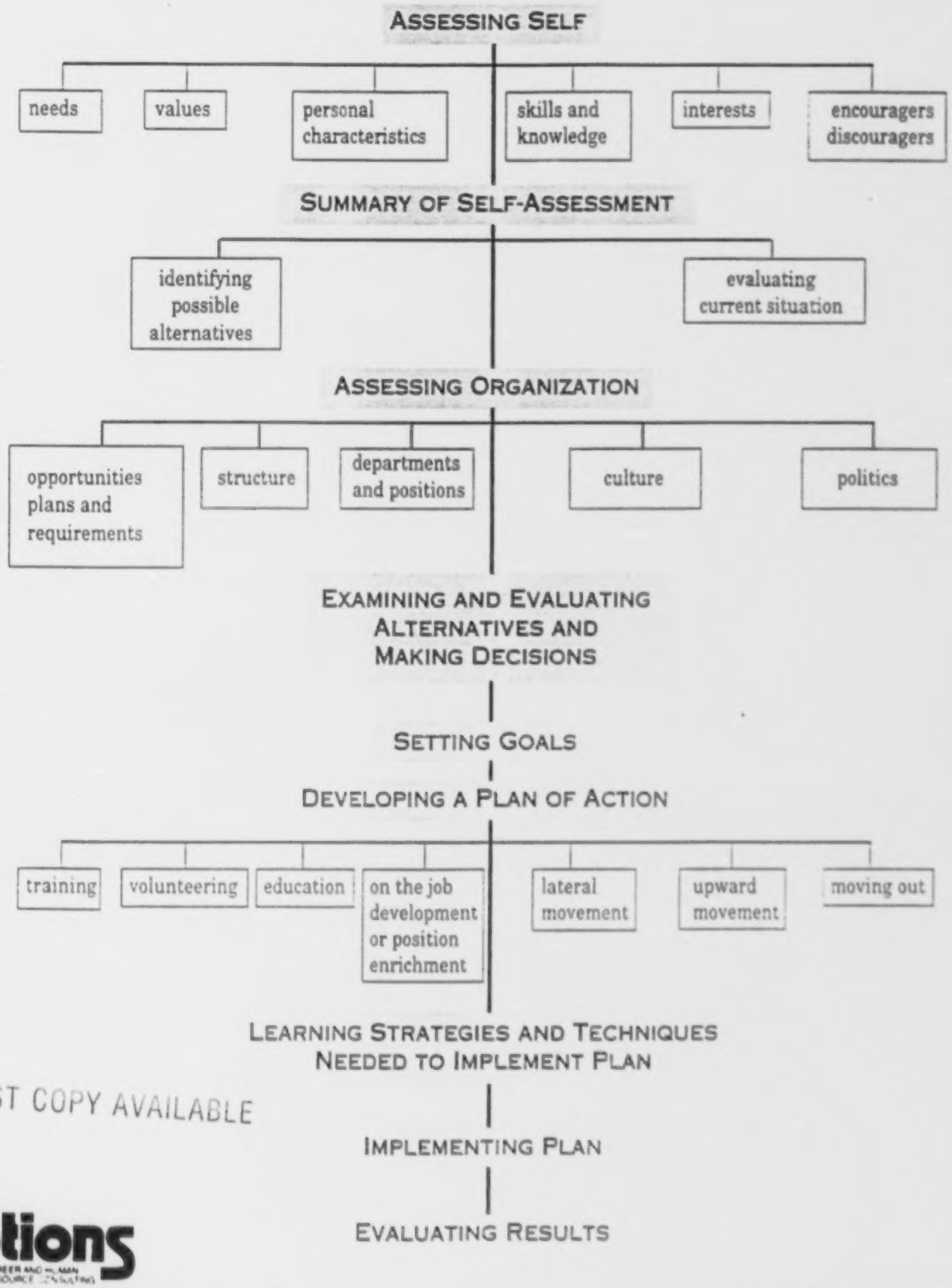
THE CAREER MANAGEMENT PROCESS



ASSESSING SELF
- needs
- values
- personal characteristics
- skills and knowledge
- interests
- encouragers discouragers

SUMMARY OF SELF-ASSESSMENT
- identifying possible alternatives
- evaluating current situation

ASSESSING ORGANIZATION
- opportunities plans and requirements
- structure
- departments and positions
- culture
- politics

EXAMINING AND EVALUATING ALTERNATIVES AND MAKING DECISIONS

SETTING GOALS

DEVELOPING A PLAN OF ACTION
- training
- volunteering
- education
- on the job development or position enrichment
- lateral movement
- upward movement
- moving out

LEARNING STRATEGIES AND TECHNIQUES NEEDED TO IMPLEMENT PLAN

IMPLEMENTING PLAN

EVALUATING RESULTS

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A PROFESSIONAL DEVELOPMENT GOAL

One of my goals to be completed over the next six months is:

Where does this goal fit into my overall work/life priorities?

What will I need to do in order to successfully complete this goal?

Other people involved in helping me to carry it out are:

How will I state what I need/want to those listed above?

How will I monitor their behavior?

How will I know I have been successful in carrying out my goal?

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A PROFESSIONAL DEVELOPMENT GOAL

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How will I know I have been successful in carrying out my goal?

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HOW'S YOUR CAREER HEALTH?

In good times and bad, it makes sense to have a career check-up. It can save you from having an all-too-common experience: suddenly finding yourself out-of-place, out-of-sync, stymied and possibly out of a job. Try this self-test at least once a year, and keep track of your **yes** and **no** answers to each question. Results provide a benchmark and gauge of what needs work.

Career Satisfaction. You should like what you're being paid to do.

__1. Are you using all your skills?
__2. Are you confident of your ability to do the job?
__3. Do you like and are you energized by what you are doing?
__4. Do you like the people you work with?
__5. Do you fit well within the organization/environment?
__6. Does your pay meet your financial needs?
__7. Do you have time to do what's important to you on and off the job?

How You Are Regarded by Others. In a perfect world, we'd be judged objectively and by merit alone; the world isn't perfect.

__8. Have you had a performance appraisal with a positive rating in the last year?
__9. Do you have evidence that you are valued?
__10. Do people view you as a positive person?
__11. Are you included in important meetings?
__12. Are you being given responsible work?
__13. Are you being given as much opportunity for training, attending conferences and memberships in professional organizations as others?
__14. Are responsibilities and tasks being taken away?
__15. Are people avoiding you?

Organizational Knowledge.

__16. Is the person you report to on sound footing?
__17. Are you contributing to the financial success of your organization and do others know it?
__18. Are you getting current information from your communication network within the organization--do you feel you know what's going on?
__19. Are you identified with others in the organization who are viewed negatively or exude negativism?

Development. Your investment in today's and tomorrow's job.

__20. Do you volunteer to take on new responsibilities?
__21. Are you building your skills and knowledge?
__22. Are you visible within the organization?

Marketability. Keeping your eye on the future.

__23. Do you keep a list of your accomplishments?
__24. Do you have a network outside your organization?
__25. Are you active in professional and business associations?
__26. Do people outside your organization know your capabilities?
__27. Have you thought of the alternatives you would pursue if you lost your job?

Check your score: one point for each **yes**, except on questions 14, 15 and 19 where **no** earns a point. **21-27** points mean your career is in good shape; carry on, but remember to take the self-test next year. If you scored **14 to 20**, your career needs some work. Set a goal of raising your score to **at least 21**, and get help if you need it. If your score is **13 or below**, you should take action now. Focus on the areas where you scored lowest; you'll probably find career counseling helpful.

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CAREER MANAGEMENT:
CREATING A SELF DIRECTED ACTION PLAN

by Beth Ann Wilson

Fundamental changes, worthy of the new millennium, are transforming the workplace. Today there is no job security. The traditional career ladder no longer exists. Organizational loyalty is seldom the basis for making career decisions. New positions are invented and old ones redesigned so quickly that job descriptions are out of date as soon as they are written. How when all the familiar signposts are gone, is an individual supposed to chart a coherent career course?

Human resource professional find themselves in a challenging position in today's organizations. Not only must they try to answer career planning questions for themselves, but they must respond to queries from employees. Solutions to these career issues can be found in learning and practicing self directed career management.

Career management is the systematic and dynamic process through which an individual plans and implements a successful career. The process begins with a thorough self-assessment. Skills and competencies need to be identified. Values are clarified: needs and interests prioritized. Personality traits are examined. Getting feedback from others and an honest evaluation of strengths and weaknesses is encouraged.

Next, this self-assessment data must be compared to an assessment of the workplace. The employee has to seriously study his or her department, organization, and professional field from the new perspective of what has been learned through self-assessment. Evaluating organizational culture, values and politics will help complete the environmental scanning piece of this assessment. Individuals must ask "what issues and trends will impact this field and organization in the next few years?"

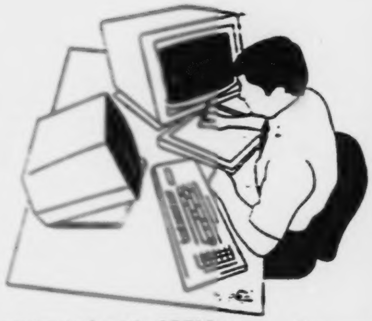
I posed this question to human resource professionals attending September's SHRM Philadelphia Regional Chapter meeting. The list of issues they created to incorporate in their own career management thinking in 1996 included:

- Critical need for quantifying results
- Perception of HR as the "bad guys in restructuring"
- Implementation of new hiring practices
- Awareness of potential to outsource the HR function
- Impact of information technology
- Needs of a more diverse workforce
- Stress of balancing work/family issues
- Acquisition of new skills despite overwhelming workload
- New and changing management philosophies
- Internal and external networking for information

The final step in career management is to organize the self and organizational information into a career action plan. Each plan will be as individualized as the employee who devises it, but may include some of the following strategies:

- Skill building
- Participating on a task force
- Negotiating new responsibilities
- Seeking or becoming a mentor
- Joining a professional association
- Continuing education
- Community volunteering or starting an exercise program

Career management, from the first attempts at self-assessment to the finished action plan, can seem like a daunting prospect. Individuals should be open to seeking assistance. They can consult with a member of the human resources staff, solicit advice from a colleague and talk to mentors or trusted managers. A professional career counselor can coach an individual through the hard personal questions and clear eyed workplace evaluations essential to an effective career action plan.



Just as many corporations are providing financial management seminars as they put their employees in charge of their own pension plans. Several Delaware Valley employers have contracted with OPTIONS to offer caree management workshops to their employee This is an acknowledgment that employees mu be taught how to develop their own careers an be supported in those efforts.

Many employees discover through the process career management that they are very satisfied i their current position. Others who identi problems find that some minor adjustment allow them to find renewed satisfaction whil staying within their organization. Caree management does not create unrest. On th contrary, by improving satisfaction, it increase productivity and helps create a sense of optimis within a workforce empowered to better contr its own future.

Beth Ann Wilson is a Senior Career Consultant a OPTIONS, Inc., a Philadelphia-based caree and human resource consulting organizatio that provides career management services t individuals and organizations.

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PHILADELPHIA
BUSINESS
JOURNAL
May 30 - June 5, 1997

When there's no ladder

If you've been in the workplace for more than a few years, chances are you're uneasy or downright unhappy about the disappearance of the career ladder. Today's organizations, with their flattened organization charts and product teams have made moving up the exception rather than the rule.

At Work

Lesley
Mallow
Wendell

You may be having trouble giving up the old military model on which most organizations were based. It's time to examine the perceptions which may be keeping you from having a satisfying career:

Perception — There's no career path in today's workplace.

Reality — The career ladder created a path, told us where we were headed, and made it easier to keep track of how we were doing. But hang in there. The career path is still there; it just looks different. Nowadays it's a Jungle Gym instead of a ladder. Opportunities for lateral moves and work on cross-functional teams make it possible to add greatly to your portfolio of skills and experiences and build satisfaction into your job.

You can and should create your own career path by identifying the skills and experiences you need and would like to have, and the ways to build them.

We know a financial specialist who began volunteering to train others on how to understand financial reports. This brought him into contact with people across the organizations and developed his training skills. When he set his sights on a job that involved training in another area of the company, he already had the skills and contacts to pave the way for the transfer.

Perception — I'll lose my management skills because I don't have people reporting to me anymore.

Reality — Not necessarily. Look for leadership opportunities outside the organization. We know a man whose newly flattened organization relieved him of most of the management responsibilities he enjoyed and valued. He has become the volunteer president of a community organization. He has the satisfaction of having an impact and is keeping his skills from getting rusty.

Let's face it. When moving up the career ladder meant managing more and more people, many managers never trained for or enjoyed the responsibility. Now being a team player is more valuable than being the boss.

Perception — I won't get the salary increases that come with promotion; my earnings won't grow.

Reality — Most organizations restructure compensation when they reorganize. This generally means a move away from raises only for promotion and periodic, across-the-board salary increase. Today's organizations are more likely to award incentive-based increases and bonuses. With the end of automatic annual increase, responsibility has shifted to the individual for requesting and justifying an increase in compensation.

You should know your organization's procedures on salary increase. find out what the successful approaches are, and develop you compensation strategy. You'll have more chances with more people to tell them how you're doing so you should always be ready to present your case. Be sure to keep current your list of accomplishments and their impact on the organization's bottom line.

Perception — I'll lose whatever power I have in the organization.

Reality — The power isn't gone; it just isn't based only on rank anymore. In a flattened organization, people gain power new ways. By demonstrating initiative, being a good team member, volunteering, focusing on the bottom line, being flexible and multitalented.

Perception — I can't tell how I'm doing without the career ladder.

Reality — Not so — just the indicators have changed. In today's organizations, you should ask more often of more people, "How am I doing?" These days, what meetings you're invited to and what teams you're asked to join mean far more than your job title.

Perception — Mentors don't matter anymore.

Reality — No one will be pulling you up the career ladder behind him. that's true. But mentors matter even more in the new organization to help you manage your career. Ideally, you should have a patchwork of mentors or advisers. Mentors aren't that easy to come by, so count yourself very lucky if your organization has a program to match employees with mentors.

We recommend assembling your own advisory board as an information specialist we know did. He volunteered for a project in a geographically and functionally separate division of his newly merged organization. He used the opportunity to broaden his skills and reputation. His supervisor on the project, a highly valued executive, provided guidance and visibility for him in new areas of the company. At the same time, he was in touch with peer advisers in his old division on increasing his visibility there. He feels it worked; he is no longer regarded as a number-cruncher valuable only in a narrow field.

Advisory board members can come not only from within but also outside your organization. Contacts in professional associations, community groups and other outside activities can be good advisers.

If it feels like the career ladder has been pulled out from under you, acknowledge its passing and adjust your attitude. Being put in charge of your own working life is a gift. Initially, being in control may seem like more work. Managing your career is a skill that needs to be learned.

But once you've learned how to operate on the jungle gym instead of the career ladder, your work life will become more satisfying and rewarding. You'll be better connected inside and outside your organization, more marketable and less vulnerable. ●

Lesley Mallow Wendell *is executive director of Options Inc., a Philadelphia career and human resources consulting organization.*

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PHILADELPHIA BUSINESS JOURNAL
April 25 - May 1, 1997

How to volunteer purposefully

At Work
Lesley Mallow Wendell

With the Presidents' Summit in town, our collective consciousness is being raised about the need for and importance of volunteering. The payback for giving our time and energies is probably a little different for each of us, and often the rewards are purely psychic.

But they can be very tangible if you're purposeful about your involvement. Volunteer activities with charities, community organizations and other nonprofits, as well as professional organizations, can have a significant impact on your career. They can provide knowledge, skills, contacts and visibility, as the following stories demonstrate:

- **Knowledge.** An executive recruiter we know wanted to change careers and move into management of a foundation, educational institution or some other nonprofit organization. As part of the process of making the switch, she conducted informational interviews at organizations in her field of interest to find out what skills they values most. Nearly everyone mentioned grant writing so she took a course in it, then volunteered to prepare a grant application for a private school. The result: With grant writing experience under her belt, she became an attractive candidate in her new field; she was able to choose from several job offers.

Similarly, a sales representative who wanted to make a move into training used his professional association to build the skills he needs to make the transition. He took a train-the-trainer seminar the association offered, then volunteered for training assignments within his organization. He now has a job in training with a casino.

A lawyer working for the court system is setting the stage for a move into private practice representing children in establish credentials, she volunteers with a bar association committee on domestic relations. This has allowed her to conduct research and now she's writing articles and making presentations on domestic relations laws affecting children. She is regarded as an expert in a field she hasn't even entered yet, and is building a network that will be invaluable when she does make the move.

- **Skills.** A sales manager who wants to move out of sales and into fund raising knows his business development and presentation skills will be valued in the new field. But in informational interviews, he identified event planning as a soft spot in his résumé. He has volunteered to chair his professional association's next conference, and is looking for other opportunities like that to give him the skills and experience he needs.

Volunteer activities can provide knowledge, skills, contacts and visibility.

In a twist on the same theme, a mid-level human resources staffer who wanted to move into sales with his organization volunteered for fund raising with a nonprofit to develop experience making sales calls.

- **Contacts.** A consultant we know had established good contacts before leaving the corporate world. She served in leadership roles in her professional association, a business association, and on the boards of several nonprofits. At the time she was ready to hang out her own shingle, she heard from a member of her professional association who was looking for help with a major project. That got her business off to a roaring start, and contacts have been her source of business ever since. She continues to commit a significant amount of time to volunteering. She says whenever she feels overburdened, she puts the volunteer time into perspective — as an investment in business development.

- **Visibility.** A marketing executive who had an executive who had recently relocated wanted to move into special events planning and tourism promotion. Since she had few contacts in the area, she volunteered with a nonprofit community development organization. She planned a special promotional event for them, gaining high-level contacts in city government as well as event planning experience. She increased her overall visibility with potential business co tacts and did it in a way that present her credibly in her new field.

A time-honored tradition in man organizations is to give an up-and-com the job of running the company's annu fund-raising drive. Whether or not it regarded as a development tool, chairi the fund drive or the employee outi can give a big boost to the voluntee visibility within the organization.

Another approach is to identify th social issues and community involveme valued in the organization, and focus yo volunteer activity in these area.

A university administrator pursuing doctorate was also interested in a care move into management training an development. His thesis project provide the opportunity to try out the new care field, and to have a significant impact o the community. He created a two-yea management development program f the heads of inner-city volunteer organizations and social service agencies. As result, they were better able to direc and manage their organizations, and th administrator not only gained a degre but also gained experience and credibility in a new field.

Volunteering purposefully should b part of most career plans. So how do yo begin to leverage your good deeds? Star with an analysis of current voluntee activities — on paper. For each organization, describe the responsibilities an function you perform, what the organization gains from your involvement an the benefits to you including knowledg skills, contacts, visibility and just plai feeling good about it. Also calculate you monthly time commitment.

Then ask yourself, in the context of you career goals and considering the gains t you and the organization, what change should you make in your volunteer commitments? What new opportunities ca you create through volunteering?

If you're considering a new voluntee association be up front with them abou your altruistic and development objectives. That will enable you and the organization to put your talents and interes to work in a way that gets them a dedicated volunteer and gives you a goo return on your investment of time. ●

Lesley Mallow Wendell *is executive director of Options Inc., a Philadelphia career and human resources consulting organization.*

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PHILADELPHIA
BUSINESS
JOURNAL
October 3-9, 1997

New rules for mentors and mentees

Success in any organization comes from a combination of skills, knowing how to operate and fitting in. The how-tos, fitting-in and sometimes even the skills can come from the coaching a mentor provides.

At Work
Lesley
Mallow
Wendell

A growing number of employers are developing programs to make mentoring accessible to more employees. It's a cost-effective way of getting employees to take charge of their careers and get help from senior people.

The dynamics of an employer-arranged match vary from the those of a mentoring relationship that develops on its own. In the informal relationship, the mentor is behind the wheel. In a structured relationship, the protégé (often called a "mentee") is in the driver's seat.

Another difference is duration. Informal relationships often last years; structured programs come with a six-month to one-year limit with an option to continue.

The rules are different too. Whether you've been assigned a mentor or found your own, these new rules for mentees are likely to apply to today's relationships:

✔ **Commit to confidentiality.** This is the single most important component of the relationship and it applies equally to mentor and mentee. A mentoring relationship cannot take place without the assurance that both parties' confidences will be kept.

✔ **Set goals.** Think of what you want to accomplish through the relationship. Then set goals which are specific, measurable and achievable. Developing leadership skills, learning to network, or finding career alternatives related to your skills, for example.

Consider your mentor's strengths and position in the organization and how he or she can best support your goals. For example, a finance executive mentor can help a staff person relate his own thinking to the bottom line.

✔ **Articulate expectations.** Cover things such as frequency, time, length and location of meetings, and concluding the relationship.

✔ **Establish responsibilities.** Including who sets the meetings, structures the discussion, and establishes next steps.

✔ **Listen.** Some elements of good listening are just good manners. Another piece is making sure you understand what your mentor is saying. Ask questions, restate what you've heard..

✔ **Speak up.** Do express your reactions and feelings. If your mentor makes a suggestion or asks you to do something that doesn't feel right, say so.

The rules for mentors, too, have changed.

✔ **Maintain the business relationship.** When the mentoring relationship strays outside the business context, there can be trouble.

We know a young woman whose mentor asked her to use her college and personal contacts to help the mentor's child get a job. The demands put the woman in the uncomfortable position of having to ask a favor of a classmate she hadn't seen in 10 years.

✔ **Don't interfere with the regular managerial relationship.** Steer clear of any discussion with your mentee that could affect the relationship with his supervisor. If the supervisor sees himself as your mentee's natural mentor, respect and acknowledge that role. You can assure the supervisor that you both belong to what might be regarded as the mentee's board of advisers. Just talking about your roles should put him or her at ease.

✔ **Provide information, encouragement, feedback and connections.** A mentor plays many roles; among them are:

Counselor — You listen, encourage exploration of goals and options, encourage self-awareness and help plan strategy.

Communicator — You're part sounding board, part confidante.

Coach — Feedback, teaching, raising the bar, serving as role model.

Adviser — Here's where you communicate the realities, values and rules of the organization and make training and development recommendations.

Supporter — You're the confidence booster.

Broker — You open doors, make connections, and boost exposure and visibility.

✔ **Deliver.** Honor promises and keep appointments.■

Lesley Mallow Wendell is executive director of Options Inc., Philadelphia career and human resources consultants.

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Teaching Teachers: A Model for the Professional Development of New Faculty

By Gloria Pierce

The term ivory tower, once widely associated with higher education, no longer characterizes the institution. Today, colleges and universities—especially public-assisted ones—are working assiduously in response to the public's concerns about the quality and cost of education, attacks on tenure, and demands for accountability.

Montclair State University in New Jersey is no exception. With its roots in teacher education, MSU has long been committed to maintaining and enhancing the excellence of its faculty through various initiatives. The most recent of these initiatives is the New Faculty Program (NFP), begun in 1994 as a comprehensive professional development program for incoming tenure-track faculty. The program helps new faculty get acquainted with the culture of the university and, more importantly, assists them in attaining reappointment and tenure by enhancing their teaching skills and planning a scholarship and research agenda. The NFP addresses issues of the classroom, the campus at large, and the career of the new faculty member. New hires meet in weekly cohort group sessions and one-on-one with experienced or "resource" faculty members who serve as mentors and advisers.

Fidelity to Adult Education Principles

Probably the most important tenet of adult education is recognition and use of the experience of the learners. As NFP cohort group members begin to bond and to feel more at ease with one another, they readily share their knowledge of academic life and demonstrate their teaching skills in the group sessions. They contribute to the learning process by demonstrating their own effective teaching methods, giving feedback to one another, sharing their knowledge, voicing their opinions and feelings about the group sessions, and participating in the planning of subsequent sessions. These interactions help them to build competence and confidence in their abilities, as well as a greater commitment to the learning experience.

This approach engenders intense involvement and allows participants to establish their credibility and earn the respect of their peers. The NFP director shares power with participants so they can emerge as experts and leaders whenever appropriate. Thus, the power of the group to facilitate learning and to provide emotional support is optimized.

Even when the cohort of new faculty members are widely diverse in terms of experience, academic discipline and professional background, they share the commonality of being adult learners who are struggling to understand and succeed in a new organizational culture—the university. Some are also adjusting to a new geographical region or even a new country. The first priority, therefore, is to establish a climate of trust within the group and a support system to ease the transition to a new job, new colleagues,

***Gloria Pierce** is associate professor in the College of Education and Human Services, and directs the New Faculty Program at Montclair State University in Upper Montclair, New Jersey.*

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new institution, and new environment. The weekly group sessions are structured so that there is time for new faculty to become acquainted with one another and achieve a comfort level conducive to learning.

Outside of the group, resource faculty may provide assistance to their mentees in a variety of forms ranging from tips on doctors and dentists in the area to advice on power relationships on campus. One of the most valuable benefits new faculty members get from this one-on-one relationship is a sense of security in knowing they have someone to turn to.

Guest presenters from various divisions of the university are chosen with consideration for their understanding of the importance of active learning. Because they are apprised of the interactive norm that has been fostered in the group, they tend to make their presentations into open discussions, allowing time for questions, rather than a purely didactic lecture. Thus, there is some level of active involvement even when the primary purpose of the session is to impart information.

Another attractive feature of the NFP is a variation of methods to accommodate various learning styles within the cohort. Analytic and conceptual activities are balanced with reflective and concrete experiential exercises. For example, whereas one session entails challenging reading material to analyze and discuss, another one counterbalances it with a focus on the affective domain. A mixed methodology ensures the engagement of all participants, regardless of learning style.

What Makes the NFP Work

MSU's New Faculty Program is distinctive in several elements of its design. Following are descriptions of five components of the program that are most crucial to its success. First, the administration and faculty play key roles. Second, the program is structured to provide some degree of flexibility within an established format. Third, goals and objectives are clearly defined and based on values consistent with the mission of the university. Fourth, the program cultivates and strengthens linkages and relationships with departments throughout the university. Finally, continuous feedback processes reveal areas for improvement and modification of program activities.

Key roles of administration and faculty. Administrative commitment and cooperation are crucial to the NFP's success. Under the auspices of the Office of Academic Affairs, the program gets the support it needs to function effectively. Department chairs cooperate in scheduling classes to allow new faculty members to participate fully in the weekly sessions. Deans are important in recommending faculty to serve as advisers because they know which ones are best qualified for the task.

The wealth of knowledge and experience the resource faculty contribute is invaluable to the effectiveness of the New Faculty Program.

Resource faculty are the lifeblood of the NFP because they are usually the most personal and intimate points of contact that the new faculty have with the university. Five resource faculty members come from the five respective colleges or schools in the university. Each one mentors as few as two or as many as four new faculty, depending on the size of the incoming cohort. In some cases, the one-on-one relationship resembles a true mentor-mentee interaction, but usually the resource faculty serves in a more limited advisory capacity. In fact, an authentic mentoring role is hindered somewhat by a prohibition against senior professors mentoring someone in their own school or college—a rule intended to minimize prejudice in the reappointment-tenure-promotion process. Resource faculty, therefore, are more likely to provide general advice and emotional support than specific, instrumental guidance in a particular area of interest or discipline.

An NFP director must possess a multifaceted set of skills and qualities. She or he maintains a close and positive working relationship with administration, resource faculty and the campus community in general. The director designs, develops and coordinates the program: facilitates the weekly sessions; and recruits capable, committed resource faculty. To be effective, the director must provide support for resource faculty and make their responsibilities clear. Continuity and consistency in administering the program create a sense of security for new faculty at a time when their anxiety levels are high.

The director, therefore, should have experience in human resource and staff development, program development and administration, and an understanding of group dynamics. The current NFP director at Montclair State University (the author) is a tenured faculty member in the College of Education and Human Services with a background in counseling, adult education, management training and organization development.

Flexible yet structured format. The program is mandatory for all newly hired tenure-track faculty members with two-year contracts. Program design combines the more structured format of a weekly two-hour group session with opportunities to meet on an informal basis with an experienced faculty member.

New faculty are required to attend the weekly sessions for an entire academic year to acquaint themselves with various administrative and support services throughout the university; and to explore and examine all aspects of teaching and career development. An additional hour per week with a designated resource faculty member (a tenured, experienced professor) provides an opportunity for more individualized assistance with research projects, curriculum development and teaching strategies. Thus, the NFP is a

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vehicle for both the orientation and the professional development of new hires. The structure provides the framework necessary for fulfillment of the program's goals and objectives.

Goals and objectives based on the university's values. Orientation to the culture of the university is the most immediate aim of the NFP. Beyond that, it attempts to counteract the isolation of teaching by developing a collegial atmosphere. Another goal is to expose new faculty to best practices in education such as fostering student engagement in learning. A final objective is to support the career success and professional development of the new faculty member.

Most significant to the NFP is the value base on which it rests. It includes an emphasis on teaching for critical thinking and preparing students for participation in a democracy. New professors are also sensitized to the needs of a diverse student population and encouraged to use instructional methods that involve students and prepare them for lifelong learning.

The assistance of the mentors and fellow cohort members increases the chances that a new professor will succeed. Thus, in instituting this long-term, comprehensive program, and committing significant financial and human resources to it, Montclair State University contributes to the fulfillment of its own goals and objectives, encouraging educational engagement among new faculty and enhancing teaching effectiveness—an important issue for public universities. This realization of goals and objectives does not happen in isolation, but relies heavily on the participation of other units of the campus community.

Strong linkages with departments throughout the university. University-wide resources are invaluable to the NFP. For example, new faculty are made aware of the services of the Division of Student Development and Campus Life through presentations by the vice president of the division and the dean of students, as well as representatives from various offices under their purview. Through the Institute for Critical Thinking, designated faculty conduct sessions on curriculum development and other aspects of integrating critical thinking concepts into teaching strategies.

Professional staff, faculty and administrators are called upon to lead seminars on diversity, student advisement, research support, student-centered learning, and experiential methods of instruction. Their participation serves a dual purpose: It acquaints newcomers with key figures on campus and the services of their units, and also provides a mechanism by which the presenters themselves get feedback which they can use to continually optimize their services. Again, the university as a whole benefits from the New Faculty Program.

The New Faculty Program is a vehicle for both the orientation and the professional development of new hires.

Ongoing program evaluation and revision. In cohort group sessions, new faculty members provide feedback on the program and participate in planning future sessions. By doing so, they take responsibility for meeting their own learning needs and make a greater commitment to the learning experience. Because each cohort has its own character, depending on the individuals who comprise it, the program is modified each year. For instance, in a group with a wide variance of experience in teaching in higher education, those more familiar with the setting may function as peer advisers for those who are relatively new. The more experienced ones can demonstrate their instructional strategies at the weekly sessions, or invite their less experienced peers into their classrooms to observe an effective technique. Resource faculty may do the same. The process of ongoing evaluation and revision, therefore, ensures the relevance and value of the program to new faculty.

Guidelines for Other NFPs

Implementation of the New Faculty Program at MSU yielded certain guidelines that could be useful to others who wish to establish a faculty development program in higher education.

(a) Appointing a director. The sponsoring administrative office (probably the Division of Academic Affairs) should appoint a director who can function with a high degree of autonomy and yet maintain a close working relationship with administration, resource faculty, and the service units and divisions of the university. The attributes outlined in the section on the director's role are essential to the position.

(b) Serving the needs and addressing the concerns of new faculty. It is important to continually monitor new faculty reactions in cohort group sessions as well as the problems they encounter on campus and in the classroom. Attention to these matters ensures that the program will continually evolve to stay effective and relevant.

(c) Selecting and supporting capable, committed resource faculty. Effective resource faculty are motivated by a desire to help their newer peers succeed. The small stipend they get is simply a token of appreciation for their efforts. The wealth of knowledge and experience they contribute is invaluable to the effectiveness of the NFP. Their attendance at cohort group sessions is crucial for developing a sense of cohesion. Therefore, this responsibility should be made clear upon their selection as mentors and scheduling of their classes.

(d) Protecting the integrity of the program. The program should practice what it preaches. For example, using learners' professional experience as a resource demonstrates an important and effective adult education principle and

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models the participatory, democratic approach to education that the program advocates. If, however, new faculty members experience a contradiction between what the program tells them and the way it is implemented, they will not take the program's admonitions seriously.

Although the NFP is responsive to each cohort's needs, the director must nevertheless maintain clarity of purpose. There may not be time to address every issue in weekly sessions, but the director must maintain an optimum balance between flexibility and strength in the program structure, and must also be able to rely on resource faculty to attend to more individualized problems and needs in order to effectively serve new faculty.

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The age of our ac

Evaluation must become an integral part of staff development

By THOMAS R. GUSKEY

For many years, educators have operated under the premise that professional development is good by definition, and therefore more is always better. If you want to improve your professional development program, the thinking goes, simply add a day or two.

Today, however, we live in an age of accountability. Students are expected to meet higher standards, teachers are held accountable for student results, and professional developers are asked to show that what they do really matters.

For many, this is scary. They live in fear that a new superintendent or board member will come in who wants to know about the payoff from the district's investment in professional development. If the answers aren't there, heads may roll and programs may get axed.

Now it may be that your professional development programs and activities are state-of-the-art efforts designed to turn teachers and school administrators into reflective, team-building, global-thinking, creative, ninja risk-takers. They also may be bringing a multitude of priceless benefits to students, teachers, parents, board members, and the community at large. If that is the case, you can stop reading now.

But if you're not sure, and if there's a chance you'll be asked to document those benefits to the satisfaction of skeptical parties, you may want to continue. In order to provide that evidence, you're going to have to give serious attention to the issues of evaluation.

Historically, many professional developers have considered evaluation a costly, time-consuming process that diverts attention from important planning, implementation, and follow-up activities. Others believe they simply lack the skill and expertise to become involved in rigorous evaluations. As a consequence, they either neglect evaluation issues, or leave them to "evaluation experts" who are called in at the end and asked to determine if what was done made any difference. The results of such a process are seldom very useful.

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Good evaluations are the product of thoughtful planning, the ability to ask good questions, and a basic understanding about how to find valid answers. In many ways, they are simply the refinement of everyday thinking. Good evaluations provide information that is sound, meaningful, and sufficiently reliable to use in making thoughtful and responsible decisions about professional development processes and effects.

WHAT IS EVALUATION?

Just as there are many forms of professional development, there are also many forms of evaluation. In fact, each of us engages in hundreds of evaluations every day. We evaluate the

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temperature of our shower in the morning. the taste of our breakfast. the chances of rain and the need for an umbrella when we go outdoors, and the likelihood we will accomplish what we set out to do on any particular day. These everyday acts require the examination of evidence and the application of judgment.

The kind of evaluation on which we focus here. however, goes beyond these informal acts. Our interest is in evaluations that are more formal and systematic. While not everyone agrees on the best definition of this kind of evaluation. for our purposes, a useful operational definition is: Evaluation is the systematic investigation of merit or worth. (This definition is adapted from the Joint Committee on Standards for Educational Evaluation. 1994.)

Let's look carefully at this definition. The word "systematic" distinguishes this process from the many informal evaluations we conduct every day. "Systematic" implies that evaluation in this context is thoughtful, intentional, and purposeful. It's done for clear reasons and with explicit intent. Although the specific purpose of evaluation may vary from one setting to another. all good evaluations are deliberate and systematic.

Because it's systematic, some educators have the mistaken impression that evaluation in professional development is appropriate for only those activities that are "event-driven." In other words, they believe evaluation applies to formal professional development workshops and seminars, but not to the wide range of other less formal, ongoing, job-embedded professional development activities. Regardless of its form, however, professional development is not a haphazard process. It is, or should be, purposeful and results- or goal-driven. Its objectives remain clear: To examine staff development activities to see if they're making a difference in teaching, helping educators reach high standards and, ultimately, having a positive impact on students. This is true of workshops and seminars, as well as study groups, action research, collaborative planning, curriculum development, structured observations, peer coaching and mentoring, and individually-guided professional development activities. To determine if the goals of these activities are met, or if progress is being made, requires systematic evaluation.

"Investigation" refers to collecting and analyzing appropriate and pertinent information. While no evaluation can be completely objective, the process isn't based on opinion or conjecture. Rather, it's based on acquiring specific, relevant, and valid evidence examined through appropriate methods and techniques.

Using "merit or worth" in our definition implies appraisal and judgment. Evaluations are designed to determine something's value. They help answer such questions as:

- Is this program or activity leading to the results that were intended?
- Is it better than what was done in the past?
- Is it better than another, competing activity?
- Is it worth the costs?

The answers to these questions require more than a statement of findings. They demand an appraisal of quality and judgments of value, based on the best evidence available.

Three purposes, three categories

The purposes of evaluation are generally classified in three broad categories, from which stem the three major types of evaluation. Most evaluations are actually designed to fulfill all three purposes, although the emphasis on each changes during various stages of the evaluation process. Because of this inherent blending of purposes, distinctions between the different types of evaluation are sometimes blurred. Still, differentiating their intent helps in clarifying our understanding of evaluation procedures (Stevens, Lawrenz, & Sharp, 1995). The three major types of evaluation are planning, formative, and summative evaluation.

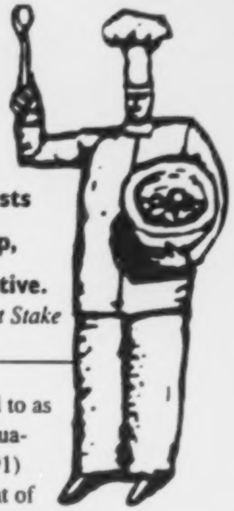
1. PLANNING

Planning evaluation occurs before a program or activity begins, although certain aspects may be continual and ongoing. It's designed to give those involved in program development and implementation a precise understanding of what is to be accomplished, what procedures will be used, and how success will be determined. In essence, it lays the groundwork for all other evaluation activities.

Planning evaluation involves appraisal — usually on the basis of previously established standards — of a program or activity's critical attributes. These include the specified goals, the proposal or plan to achieve those goals, the concept or theory underlying the proposal, the overall evaluation plan, and the likelihood that plan can be carried out with the time and resources available. In addition, planning evaluation typically includes a determination of needs, assessment of the characteristics of participants, careful analysis of the context, and the collection of pertinent baseline information.

Evaluation for planning purposes is sometimes referred to as "preformative evaluation" (Scriven, 1991) and may be thought of as "preventative evaluation." It helps decision makers know if efforts are headed in the right direction and likely to produce the desired results. It also helps identify and quickly remedy the difficulties that might plague later evaluation efforts. Furthermore, planning evaluation helps ensure that other evaluation purposes can be met in an efficient and timely manner.

> **When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative.**
> *– Robert Stake*



2. FORMATIVE

Formative evaluation occurs during the operation of a program or activity. Its purpose is to provide those responsible for the program with ongoing information about whether things are proceeding as planned and whether expected progress is being made. If not, this same information can be used to guide necessary improvements (Scriven, 1967).

The most useful formative evaluations focus on the conditions for success. They address issues such as:

- What conditions are necessary for success?
- Have those conditions for success been met?
- Can the conditions be improved?

In many cases, formative evaluation is a recurring process that takes place at multiple times throughout the life of the program or activity. Many program developers, in fact, are constantly engaged in the process of formative evaluation. The evidence they gather at each step of development and implementation usually stays in-house, but is used to make adjustments, modifications, or revisions (Worthen & Sanders, 1989).

To keep formative evaluations efficient and to avoid unrealistic expectations, Scriven (1991) recommends using them as "early warning" evaluations. In other words, use formative evaluations as an early version of the final, overall evaluation. As development and implementation proceed, formative evaluation can consider intermediate benchmarks of success to determine what is working as expected and what difficulties must be overcome. Flaws can be identified and weaknesses located in time to make the adaptations necessary for success.

3. SUMMATIVE

Summative evaluation is conducted at the completion of a program or activity. Its purpose is to provide program developers and decision makers with judgments about the program's overall merit or worth. Summative evaluation describes what was accomplished, what the consequences were (positive and negative), what the final results were (intended and unintended), and, in some cases, whether the benefits justify the costs.

Unlike formative evaluations that are used to guide improvements, summative evaluations present decision makers with information they need to make crucial decisions about a program or activity. Should it be continued? Continued with modifications? Expanded? Discontinued? Ultimately, its focus is "the bottom line."

Perhaps the best description of the distinction between formative and summative evaluation is one offered by Robert Stake: "When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative" (quoted in Scriven, 1991, p. 169).

Unfortunately, many educators associate evaluation with its summative purposes only. Important information tha could help guide planning, development, and implementation is often neglected, even though such information can be key in determining a program or activity's overall success. Summative evaluation, although necessary, often comes too late to be much help. Thus, while the relative emphasis on planning, formative, and summative evaluation changes through the life of a program or activity, all three are essential to a meaningful evaluation.

- **Was the coffee hot and ready on time?**
- **Were the refreshments fresh and tasty?**
- **Was the room the right temperature?**
- **Were the chairs comfortable?**

To some, questions such as these may seem silly and inconsequential. But experienced professional developers know the importance of attending to these basic human needs.

Critical levels of professional development evaluation

Planning, formative, and summative evaluation all involve collecting and analyzing information. In evaluating professional development, there are five critical stages or levels of information to consider. (See box below.)

The five levels in this model are hierarchically arranged, from simple to more complex. With each succeeding level, gathering evaluation information is likely to require more time and resources. More importantly, each higher level builds on the ones that come before. In other words, success at one level is usually necessary for success at the levels that follow.

LEVEL 1
PARTICIPANTS' REACTIONS

This is the most common form of professional development evaluation, the simplest, and the level at which educators have the most experience. It's also the easiest type of information to gather and analyze.

The questions addressed at this level focus on whether participants liked a particular professional development activity. When they completed the experience, did they feel their time was well spent? Did the material make sense? Were the activities meaningful? Was the leader or instructor knowledgeable and helpful? Do they believe what they learned will be useful?

Also important for professional development workshops and seminars are questions such as: Was the coffee hot and ready on time? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable? To some, questions such as these may seem silly and inconsequential. But experienced professional developers know the importance of attending to these basic human needs.

Information on participants' reactions is generally gathered through questionnaires handed out at the end of a session or activity. These questionnaires typically include a combination of rating-scale items and open-ended response questions that allow participants to provide more personalized comments.

Measures of participants' reactions are sometimes referred to as "happiness quotients" by those who insist they measure only the entertainment value of an activity, not its quality or worth. But measuring participants' initial satisfaction with the experience provides information that can help improve the design and delivery of programs or activities in valid ways. In addition, positive reactions from participants are usually a necessary prerequisite to higher level evaluation results.

The five levels are adapted from an evaluation model developed by Kirkpatrick (1959) for judging the value of supervisor training programs in business and industry. The model, although widely applied, has seen only limited use in education because it lacks explanatory power: It's helpful in addressing a broad range of "what" questions, but falls short when it comes to explaining "why" (Alliger & Janak, 1989; Holton, 1996). The model presented here is designed to resolve that inadequacy.

LEVEL 2
PARTICIPANTS' LEARNING

In addition to liking their professional development experience, we also hope participants learned something. Level 2 focuses on measuring the knowledge, skills, and perhaps the new attitudes that participants gained. Depending on the goals of the program or activity, this can involve anything from a pencil-and-paper assessment (Can participants describe the critical attributes of mastery learning and give examples of how these might be applied in common classroom situations?) to a simulation or full-scale skill demonstration (Presented with a variety of classroom conflicts, can participants diagnose each situation, and then prescribe and carry out a fair and workable solution?). Oral or written personal reflections, or examination of the portfolios participants assemble, can also be used to document their learning.

Although evaluation information at Level 2 sometimes can be gathered at the completion of a session, it seldom can be accomplished with a standardized form. Measures must be based on the learning goals prescribed for that particular program or activity. This means specific criteria and indicators of successful learning must be outlined before the

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professional development experience begins. Openness to possible "unintended learnings," either positive or negative, also should be considered. If there's concern that participants may already possess the requisite knowledge and skills, some form of pre- and post-assessment may be required. Analyzing this information provides a basis for improving the content, format, and organization of the program or activities.

LEVEL 3
ORGANIZATIONAL SUPPORT AND CHANGE

Organizational variables can be key to the success of any professional development effort. They also can hinder or prevent success, even when the individual aspects of professional development are done right (Sparks, 1996b).

Suppose, for example, a group of educators participates in a professional development program on cooperative learning. They gain a thorough understanding of the theory, and organize a variety of classroom activities based on cooperative learning principles. Following their training, they try to implement these activities in schools where students are generally graded "on the curve," according to their relative standing among classmates, and great importance is attached to selecting the class valedictorian. Organizational policies and practices such as these make learning highly competitive and will thwart the most valiant efforts to have students cooperate and help each other learn (Guskey, 1996).

The lack of positive results in this case isn't caused by poor training or inadequate learning, but by organizational policies that are incompatible with implementation efforts. The gains made at Levels 1 and 2 are essentially canceled by problems at Level 3 (Sparks & Hirsh, 1997). That's why it's essential to gather information on organizational support and change.

Questions at this level focus on the organizational characteristics and attributes necessary for success. Was the advocated change aligned with the organization's mission? Was change at the individual level encouraged and supported at all levels? Did the program or activity affect organizational climate and procedures? Was administrative support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available, including time for sharing and reflection (Langer & Colton, 1994)? Were successes recognized and shared? Such issues can be major contributors to the success of any professional development effort.

Gathering information on organization support and change is generally more complicated than at previous levels. Procedures also differ depending on the goals of the program or activity. They may involve analyzing district or school records, or examining the minutes from follow-up meetings, for example. Questionnaires sometimes can be used to tap issues such as the organization's advocacy, support, accommodation, facilitation, and recognition of change efforts. Structured interviews with participants and district or school administrators also can be helpful. This information is used not only to document and improve organizational support, but also to inform future change initiatives.

LEVEL 4
PARTICIPANTS' USE OF NEW KNOWLEDGE AND SKILLS

Here our central question is: Are participants using what they learned, and using it well? The key to gathering relevant information at this level rests in the clear specification of indicators that reveal both the degree and quality of implementation. Depending on the goals of the program or activity, this may involve questionnaires or structured interviews with participants and their supervisors. Oral or written personal reflections, or examination of participants' journals or portfolios, also can be considered. The most accurate information is likely to come from direct observations, either by trained observers or using video and/or audiotapes. When observations are used, however, they should be kept as unobtrusive as possible. (For examples, see Hall & Hord, 1987.)

The bottom line in education is addressed in Level 5: What was the impact on students?

At this level, information can't be gathered at the completion of a professional development session. Measures of use must be made after sufficient time has passed to allow participants to adapt new ideas and practices to their setting. Also, remember that meaningful professional development is an ongoing process, not just a series of episodic training sessions. Because implementation is often a gradual and uneven process, measures also may be necessary at several time intervals. Analysis of this information provides evidence on current levels of use and can help staff developers improve future programs and activities.

LEVEL 5
STUDENT LEARNING OUTCOMES

Here we address "the bottom line" in education: What was the impact on students? Did the professional development program or activity benefit students in any way? The particular student outcomes of interest will depend, of course, on the goals of each specific professional development effort. In addition to the stated goals, certain "unintended" outcomes may be important as well. For this reason, multiple measures of student learning are always essential (Joyce, 1993).

Consider this example: A group of elementary educators devotes their professional development time to finding ways to improve the quality of students' writing. In a study group, they explore the research on writing instruction, analyze various approaches, and devise strategies they believe will work for their students. Gathering Level 5 information, they find students' writing test scores increased significantly during the school year, compared to the scores of comparable students who were not involved in these strategies.

On further analysis, however, these educators discover that during the same time, students' math achievement declined. This "unintended" outcome apparently occurred, they conclude, because instructional time in mathematics was inadvertently sacrificed to provide more writing time for students. If the educators had only gathered information about improvements in student writing, this important "unintended result" wouldn't have been identified.

Measures of student learning typically include indicators of student performance and achievement, such as assessment results, portfolio evaluations, marks or grades, and scores from standardized examinations. But in addition to these cognitive indicators, affective (attitudes and dispositions) and psychomotor outcomes (skills and behaviors) may be considered as well. Examples include assessments of students' self-concepts, study habits, school attendance, homework completion rates, or classroom behaviors. Schoolwide indicators such as enrollment in advanced classes, memberships in honor societies, participation in school-related activities, disciplinary actions, and retention or dropout rates also might be considered.

The major source of such information is student and school records. Results from questionnaires and structured interviews with students, parents, teachers, and/or administrators also could be included. The summative purpose of this information is to document a program or activity's overall impact. But formatively, it can be used to guide improvements in all aspects of professional development, including program or activity design, implementation, and follow-up. In some cases, information on student learning outcomes is used to estimate the cost-effectiveness of professional development, or what is sometimes referred to as "return on investment" or "ROI evaluation" (Parry 1996; Todnem & Warner, 1993).

Evaluation at any of these five levels can be done well or poorly, laughably or convincingly. The information gathered at each level is important and can help improve professional development programs and activities. But as many have discovered, tracking effectiveness at one level tells you nothing about impact at the next. Although success at an early level may be necessary for positive results at the next level, it is clearly not sufficient. That is why each level is important. Sadly, the bulk of professional development today is evaluated only at Level 1, if at all. Of the rest, the majority are measured only at Level 2 (Cody & Guskey, 1997).

Good evaluations require the ability to ask good questions, and a basic understanding about how to find valid answers.

Twelve great guidelines

Good evaluations of professional development don't have to be costly. Nor do they demand sophisticated technical skills (although technical assistance can sometimes be helpful). What they do require is the ability to ask good questions, and a basic understanding about how to find valid answers. Good evaluations provide sound, useful, and sufficiently reliable information that can be used to make thoughtful and responsible decisions about professional development processes and effects.

The following guidelines are designed to improve the quality of professional development evaluations. Although adhering to these guidelines won't guarantee your evaluation efforts will be flawless, it will go a long way toward making your efforts more meaningful, more useful, and far more effective.

1 **Clarify the intended goals.** The first step in any evaluation is to make sure your professional development goals are clear, especially in terms of the results you hope to attain with students and the classroom or school practices you believe will lead to those results. Change experts refer to this as "beginning with the end in mind." It is also the premise of a "results-driven" approach to professional development (Sparks, 1995, 1996a).

2 **Assess the value of the goals.** Take steps to ensure the goals are sufficiently challenging, worthwhile, and considered important by all those involved in the professional development process. Broad-based involvement at this stage contributes greatly to a sense of shared purpose and mutual understanding. Clarifying the relationship between established goals and the school's mission is a good place to begin.

3 **Analyze the context.** Identify the critical elements of the context where change is to be implemented and assess how these might influence implementation. Such an analysis might include examining pertinent baseline information on students' and teachers' needs, their unique characteristics and background experiences, available resources, parent involvement and support, and organizational climate.

4 **Estimate the program's potential to meet the goals.** Explore the research base of the program or activity, and the validity of the evidence supporting its implementation in contexts similar to yours. When exploring the literature on a particular program, be sure to distinguish facts from persuasively argued opinions.

"You can collect awfully good evidence"

Knowing about planning, formative, and summative evaluation, are you ready to "prove" that your professional development programs and activities make a difference? Can you demonstrate that what was done in professional development, and nothing else, is solely responsible for that 10 percent increase in student achievement scores? For the five percent decrease in dropout rate? For the 50 percent reduction in recommendations to the office for disciplinary action?

Are you trying to say the counseling department had nothing to do with it? Do the principal and assistant principal get no credit for their support and encouragement? Might not year-to-year fluctuations in students have something to do with the results? And consider the other side of the coin: If achievement ever drops following some highly touted professional development initiative, would you be willing to accept full blame for the loss?

Arguments about whether you can absolutely, positively isolate the impact of professional development on improvements in student performance are generally irrelevant. In most cases, you simply cannot get ironclad proof (Kirkpatrick, 1977). To do so, you would need to eliminate or control for all other factors that could have caused the change. This requires the random assignment of educators and students to experimental and control groups: The experimental group would take part in the professional development activity while the control group did not. Comparable measures would then be gathered from each and the differences tested.

The problem, of course, is that nearly all professional development takes place in real-world settings where such experimental conditions can't be created. The relationship between professional development and improvements in student learning in these real-world settings is far too complex, and there are too many intervening variables to allow for simple causal inferences (Guskey, 1997; Guskey & Sparks, 1996). What's more, most schools are engaged in systemic reform initiatives that involve the simultaneous implementation of multiple innovations (Fullan, 1992). Isolating the effects of a single program or activity under such conditions is

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A thorough analysis of the costs of implementation — and what other services or activities must be sacrificed to meet those costs — should be included as well.

5 Determine how the goals can be assessed. Decide up front what evidence you would trust. Ensure that evidence is appropriate, relevant to the various stakeholders, and meets at least minimal requirements for reliability and validity. Keep in mind, too, that multiple indicators will probably be necessary, in order to tap both intended and possible unintended consequences.

6 Outline strategies for gathering evidence. Determine how evidence will be gathered, who will gather it, and when it should be collected. Be mindful of the critical importance of intermediate or benchmark indicators that might be used to identify problems (formative) or forecast final results (summative). Select procedures that are thorough and systematic, but considerate of participants' time and energy. Thoughtful evaluations typically use a combination of quantitative and qualitative methods, based on the nature of the evidence sought. To document improvements you must also plan meaningful contrasts using appropriate comparison groups, pre- and post-measures, or longitudinal time-series measures.

7 Gather and analyze evidence on participants' reactions. At the completion of both structured and informal professional development activities, collect information on how participants regard the experience. A combination of items or methods is usually required to assess perceptions of various aspects of the experience. In addition, keeping the information anonymous generally guarantees more honest responses.

8 Gather and analyze evidence on participants' learning. Develop specific indicators of successful learning, select or construct instruments or situations in which that learning can be demonstrated, and collect the information through appropriate methods. The methods used will depend, of course, on the nature of the learning sought. In most cases, a combination of methods or procedures will be required.

9 Gather and analyze evidence on organizational support and change. Determine the organizational characteristics and attributes necessary for success, and what evidence best illustrates those characteristics. Then collect and analyze that information to document and improve organizational support.

10 Gather and analyze evidence on participants' use of new knowledge and skills. Develop specific indicators of both the degree and quality of implementation. Then determine the best methods to collect this information, when it should be collected, and how it can be used to offer participants constructive feedback to guide (formative) or judge (summative) their implementatio efforts. If there is concern with the magniusually impossible.

But despite the absence of this kind of proof, you can collect awfully good evidence about whether or not professional development is contributing to specific gains in student learning. Setting up meaningful comparison groups and using appropriate pre- and post-measures, for example, provides extremely valuable information. Time-series designs, which include multiple measures collected before and after implementation, are another useful alternative. Above all, you must be sure to gather evidence on measures that are meaningful to stakeholders in the evaluation process. Evidence is what most people want anyway. Superintendents and board members rarely ask, "Can you prove it?" What they ask for is evidence.

SOURCES AND TYPES OF EVIDENCE

Consider, for example, the use of anecdotes and testimonials. From a methodological perspective, they're a poor source of data, typically biased and highly subjective. They may be inconsistent and unreliable. Nevertheless, they can be powerful and convincing. And as any trial attorney will tell you, they offer the kind of evidence that most people believe. Although it would be imprudent to base your entire evaluation on anecdotes and testimonials, they are an important source of evidence that should never be ignored.

Keep in mind, too, that good evidence is not that hard to come by if you know what you're looking for before you begin. If you do a good job of clarifying your goals up front, most evaluation issues pretty much fall into line. The reason many educators think that higher levels of evaluation — such as those seeking to measure teachers' use of new information and student outcomes — is so difficult, expensive, and time-consuming is that they're coming in after the fact to search for results. It's as if they're saying, "We don't know what we're doing or why we're doing it, but let's find out if anything happened." (Gordon, 1991.) If you don't know where you're going, it's very difficult to tell if you've arrived.

When it comes to evidence versus proof, the message is this: Always seek proof, but gather a lot of evidence along the way. Because of the nature of most professional development efforts, your evidence may be more exploratory than confirmatory. Still, it can offer important indications about whether you are heading in the right direction or whether you need to go back to the drawing board.

—*TRG*

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tude of change (Is this really different from what participants have been doing all along?), pre- and post-measures may need to be planned. The methods used to gather this evidence will depend, of course, on the specific characteristics of the change being implemented.

11 Gather and analyze evidence on student learning outcomes. Considering the procedures outlined in Step 6, collect the student information that most directly relates to the program or activity's goals. Be sure to include multiple indicators to tap the broad range of intended and possible unintended outcomes in the cognitive, affective, and psychomotor areas. Anecdotes and testimonials should be included to add richness and provide special insights. Analyses should be based on standards of desired levels of performance over all measures and should include contrasts with appropriate comparison groups, pre- and post-measures, or longitudinal time-series measures.

12 Prepare and present evaluation reports. Develop reports that are clear, meaningful, and comprehensible to those who will use the evaluation results. In other words, present the results in a form that can be understood by decision makers, stakeholders, program developers, and participants. Evaluation reports should be brief but thorough, and should offer practical recommendations for revision, modification, or further implementation. In some cases, reports will include information comparing costs to benefits, or the "return on investment."

CONCLUSION

Over the years, a lot of good things have been done in the name of professional development. So have a lot of rotten things. What professional developers haven't done is provide evidence to document the difference between the good and the rotten. Evaluation is the key, not only to making those distinctions but also to explaining how and why they occurred. To do this, we must recognize the important summative purposes that evaluation serves, and its vital planning and formative purposes as well.

Just as we urge teachers to plan carefully, and to make ongoing assessments of student learning an integral part of the instructional process, evaluation needs to become an integral part of the professional development process. Systematically gathering and analyzing evidence to inform what we do must become a central component in professional development technology. Recognizing and using this component will tremendously enhance the success of professional development efforts everywhere.

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Task/Process Balance

Task/Process Balance

This session will help administrators to pay attention to how tasks get done as well as to the tasks themselves. Participants will examine their awareness of the importance of processing ideas and ways of working to improve process-oriented thinking in their agencies. This is a key learning skill: the ability to stop, assess, learn, and improve common processes.

Task/Process Balance Facilitators

Gerald Kaufman

With over 30 years of unique experience as a lawyer, legislator, public policy developer, and nonprofit executive, Gerald Kaufman offers strategic consulting services to organizations seeking to renew their direction. Recognized for his ability to synthesize multiple agendas and conflicting priorities, he helps managers create new and positive organizational directions. Gerry imbues his life and work with a consistent set of values and beliefs, including openness, inclusiveness, diversity, and commitment to a shared vision.

Highlights of his experience include serving as Acting Executive Director of the National Council of Nonprofit Organizations in Washington, DC; Executive Director of the Center for Nonprofit Corporations in Princeton, NJ; Executive Director and Founder of the Center for Effective Public Policy in Philadelphia, PA; Founder and Executive Director Pennsylvania Legal Services Center in Harrisburg, PA; a Government Relations Consultant for the City of Hartford, CT; and a member of the Pennsylvania House of Representatives. Kaufman holds a JD degree from Columbia University Law School and a BA degree from Yale.

Amy Steffen

Amy Steffen is an organizational development consultant and trainer committed to creating healthy and productive workplaces. Amy focuses her practice on organizational change, vision and mission creation, team building, managing diversity, leadership development and practical skill development.

Amy brings to her clients a unique ability to teach, coach, support, and challenge. She works with clients to develop clarity and commitment to the future they want to create, provides guidance throughout change initiatives, and offers training programs that provide practical skills and essential insights to enable her clients to realize their plans.

Over the past ten years, Amy has worked with corporations, non-profit and community-based organizations, and educational institutions. A partial list of her clients includes General Motors, CIGNA, Scott Paper Company, Dana Corporation, PECO Energy, Atlantic Electric, Unisys, Germantown Hospital, Women Against Abuse, AIDS Services Center, the Police-Barrio Relations Project, Temple University, Philadelphia College of Textiles and Sciences, and the Philadelphia School District.

Frederick V. Bryant

Frederick V. Bryant, H.M.S., currently operates an organizational development consulting and management training practice in the Philadelphia area. He has helped to plan and implement an integration of total quality and diversity as part of a culture change management process at CoreStates/First Union Bank in Philadelphia. Fred is an associate of both Cross Cultural Consulting, a management development and cultural diversity organizational development firm, and Elsie Y. Cross Associates, which specializes in diversity management training and cultural change.

Fred is an Associate of the of the Center for the Study of Psychological Studies at Temple University. The Center provides training and consultation to public and private sector organizations. Fred has developed and conducted workshops on such topics as: diversity, sexual harassment, problem solving, customer service, advocacy, stress management, time management, leadership, management training, group dynamics, group development, visioning, team building, communication, conflict management community development, train the trainer, organizational design, organizational culture, change management, organizational development, and training evaluation workshops.

The Pennsylvania Administrators' Institute
Task/Process Balance Workshop
Task/Process Cycle
Process Tools

The following are some process tools that you can use as you move through the Task Process Cycle, particularly the information sharing to the planning phases. The Cycle is not linear. You might find that when you are ready to choose a course of action you need more information and therefore move back to the information sharing phase. The tools are designed to support an inclusionary process so that everyone's creativity, knowledge, energy and wisdom is engaged.

1. Information Sharing

It is important to use a flip chart to record everyone's ideas and all ideas have equal weight so that no editing should occur. Often people won't participate fully because they are afraid to sound stupid. It is important to build trust so that people know that no matter what they say no one will think less of them.

<>Brainstorming - people call out their ideas and thoughts. One thought often builds on another. This method favors those tending to extroversion who like to think aloud.

<>Round - Each person shares one idea after first taking a few minutes to allow everyone to think and jot down their ideas. Keep going around in order until all ideas are spoken. This method allows those tending to introversion time they need to process their thoughts.

<>Post Its - Using large Post Its, have folks jot down their ideas and post them on a wall or other surface.

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2. Building Common Understanding

Again, it is important to record on flip charts the common understandings that emerge from this phase.

◇Sorting/grouping/labeling. Group, sort and label the items on the flip charts and Post Its from the information sharing phase, which allows everyone to see the patterns that emerge. Allow time for questions of clarification.

◇Open Forum. Take a few minutes to allow people to review what is on the flip charts or Post Its. In small groups ask people to discuss "what stands out for you ", "what do you support", "what questions do you have". Use the round process to solicit responses from the small groups. Open Forum is a process developed by Kathleen Danemiller and is primarily used after someone states a position for which they are seeking agreement. In that case the first question is "what did you hear".

◇Discussion. Discussion allows the group to go deeper and to uncover areas where there may not be the common understanding that first appeared. Some of the rules of discussion include pausing between comments, probing and asking questions rather than immediately agreeing or disagreeing, stay in inquiry. As we all know people sometimes assent without a real commitment. It is important to test whether everyone has expressed their true position.

◇Levels of Consensus. To check whether you have reached an acceptable level of consensus, have each person identify the level that best describes her/his feelings about the decision or proposal by holding up 1, 2, 3, or 4 fingers which signify the following:

1. I have an unqualified "yes" to the decision and I wholeheartedly support it.
2. I can live with the decision.
3. I do not fully agree with the decision and need to register my view about it. However, I do not choose to block the decision. I will support it and defer to the wisdom of the group.
4. I do not agree with the decision and feel I cannot support it. I need to appeal to the group to do more work on the issue.

Normally, additional discussion only happens if someone is at a "4". However you may want to talk further if a significant number are at "3".

3. Consider Possibilities/Choose a Course of Action

In this phase the group considers possible courses of action that arises out of the common understanding and then a course of action is selected or more information is gathered.

◇Brainstorm. (See above.)
◇Round. (See above.)
◇Levels of Consensus. (See above.)

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4. Planning

Agree to a specific plan by using a "who", "what", "when" template. The planning template is used to check progress and keep the group on track.

The tools for implementing, evaluating, celebrating and reassessing will not be covered here or in the workshop. This workshop is focused on the above four phases. Too often people jump from some minimal information gathering to action, failing to build real commitment. Our purpose is to help you develop more deliberative, inclusive processes which we believe will lead to better decisions, plans and implementation.

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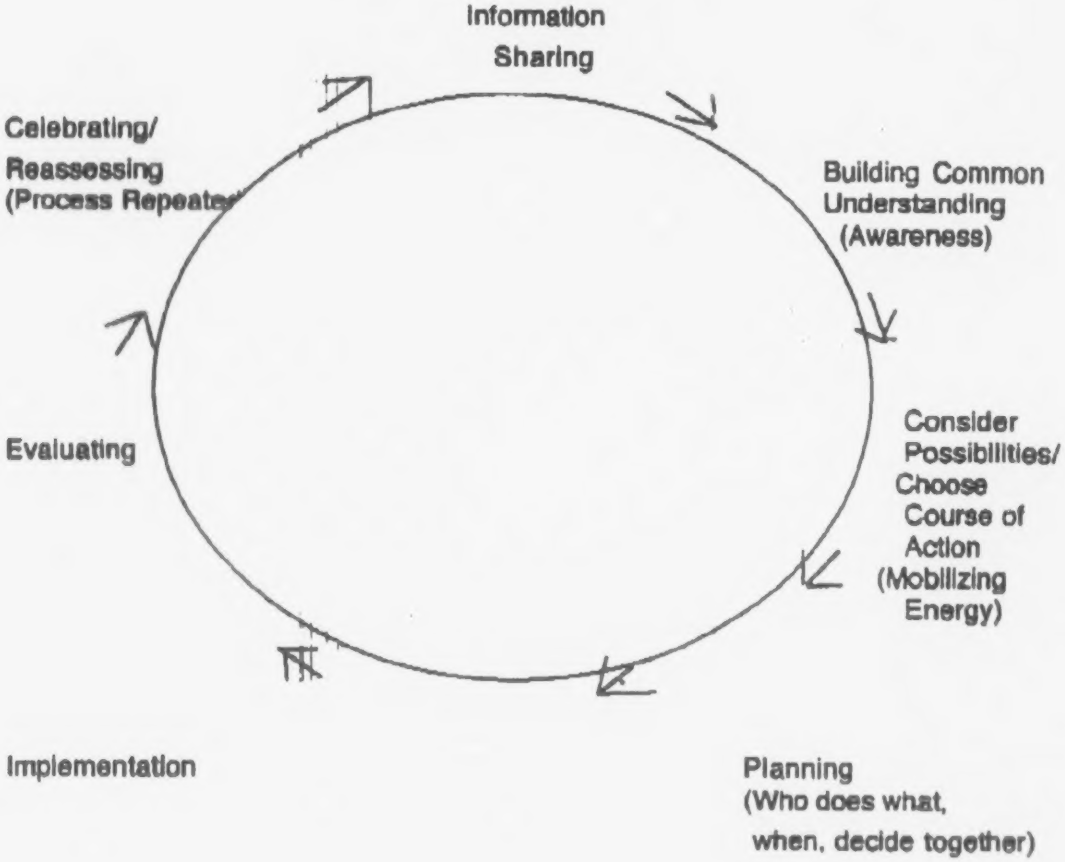
The Pennsylvania Administrators Institute
Task/Process Balance Workshop

Task/Process Cycle


Information
Sharing
Building Common
Understanding
(Awareness)
Consider
Possibilities/
Choose
Course of
Action
(Mobilizing
Energy)
Planning
(Who does what,
when, decide together)
Implementation
Evaluating
Celebrating/
Reassessing
(Process Repeate

The Pennsylvania Administrators Institute
Task/Process Balance Workshop

Principles of Living Systems

1. Participation is not a choice.

Who else needs to be here?

2. Life always reacts to directives, it never obeys them.

What just happened?

3. We do not see "reality". We each create our own interpretation of what's real. (We don't have to agree on what's real or hold identical values to agree on what gets done.)

Can we talk?

4. To create better health in a living system, connect it to more of itself. (Increase the number, the variety, and the strength of connections, have open boundaries around the system.)

Who are we now?

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Models
for
Effective Program Development

Anne H. Colgan

As continuing education practitioners, we develop a wide range of programs in an increasingly complex and competitive market. Do models of program development exist that depict our real-world experience?

Henry Mintzberg, who is author of several books on organizational management, recently described ten schools of thought on strategy in *Perspectives on Strategic Management* (Fredrickson, 1990). Consult *Perspectives* to read more about the models and about the originators of some of the models discussed here, as well as other contributions in this area by Ackoff, Allison, Ansoff, Bower, Chaffee, Chandler, Lindbloom, March, Pettigrew, Porter, Quinn, Schon, Simon, and others.

He states, "What makes strategic management such an exciting field is that practitioners and researchers alike are constantly confronted with a rich and nuanced world, full of surprises, that favors imagination and action combined with thought." The same can be said of continuing education program development. How might we utilize Mintzberg's ten schools to enhance our continuing education planning?

Following is a brief description of ten program development models. Where Mintzberg describes "strategy as a __________ process", consider "program development as a __________ process". I've provided examples of how continuing educators might apply each model. Consider how these models apply to your program development approach.

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Design Model

Program planning as a conceptual process. Champions of this model believe that planning is a controlled process, articulated at the top, and then implemented. Strengths, weaknesses, opportunities, and threats are used to design a strategy that "fits" the situation.

Example: To improve customer satisfaction, the chief administrator of a small hospital decides that all staff will take a course in customer service offered through a national training company. This strategy can be effective in small organizations under relatively stable situations. However, has the administrator correctly diagnosed the need for a customer service program, or are there other issues that should be addressed? Are all staff willing to participate? Will the training company customize their program to the hospital's needs? If not, will the staff implement what they learn?

Planning Model

Planning as a formal process. Similar to the design model, except that the process can be made explicit with attention to objectives, budgets, programs, and operating plans. With a heavy emphasis on elaborate sequence of steps, checklists, and techniques this is a prescriptive, rational analytic approach.

Example: Each summer, the training coordinator of a manufacturing firm decides which satellite video conferences will be down linked for the company's staff. By July he has planned the wrap-around program, prepared

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detailed budgets, completed checklists for CEO approval, and scheduled meeting rooms. A sound strategy? Attention to program details is necessary to program success. However, a rigid planning approach may prevent him from scheduling additional video conference topics throughout the year. The coordinator could enrich his program by providing more flexibility in his scheduling.

Positioning Model

Planning as an analytic process. This model emphasizes analysis of economic, quantifiable, and competitive conditions. Generic trends and organizational life cycles are referenced by this model.

Example: The new continuing education dean in an urban university has studied the economic climate in her city, conducted cost analyses of existing courses, and analyzed the programs of competitive providers in her area. Nationally, she's identified three other urban universities that offer evening and weekend credit programs. She analyzed their growth and development cycles and, with the vice president's approval, plans to develop a similar program. An appropriate strategy? Much can be gained from collecting and analyzing data, but the dean should not be blind-sided by other factors that could jeopardize this program strategy. These include conditions that may be unique to her city or university, political issues, or anecdotal information obtained from her staff, students and others.

Entrepreneurial Model

Planning as a visionary process. Emphasizes the vision and leadership of individuals. Edward Deming is an example of a visionary currently in vogue. Proponents consider the role of individuals in successful companies such as Honda, McDonald's, and Wal-Mart.

Example: The conference planner for a private training company builds all their programs around "big name" speakers. The planner believes that articulate, well-known business leaders are key to successful programs. This strategy is compelling: who wouldn't want to learn from charismatic individuals who articulate an innovative idea or describe a successful organization? The danger is in replication and attribution. Can followers replicate the visionary's ideas under differing circumstances and conditions? Has the visionary adequately described the individuals and processes that have supported the successful endeavor?

Cognitive Model

Planning as a mental process. Stresses human cognition, i.e., what is in the mind of the planner or strategist. This school considers the role of perception, how strategies are formed and changed over time.

Example: The new continuing education director for the college of engineering was appalled at the keynote address of the continuing education conference. He didn't perceive continuing education as "marginal," just as he didn't consider his work "marginal" to the university. His teaching and work with industry were well respected and he intended to extend these collaborative opportunities to his continuing engineering program. What of this strategy? An understanding of how people view a complex world is helpful in understanding their planning strategy. But this is not an easy task. And how does one proceed when confronting perceptions different from one's own?

Learning Model

Planning as an emergent process. Emphasizes the complex and dynamic nature of the environment. Strategy making is an adaptive process of learning over time. Stresses collective participation.

Example: Relocated to a new position and state, the director of continuing pharmacy education proceeds incrementally. She encourages her staff to try new initiatives, critique what occurs, and use that information to plan subsequent programs. Her continuing pharmacy education program evolves with information from her staff and students, area pharmacists, pharmacology faculty serving on her board, and others. This approach acknowledges the complex and dynamic nature of an organization's environment. Strategy evolves over time. The risk is that in periods of crisis, an organization may not have time to learn in such an incremental manner.

Political Model

Planning as a process of power. Considers strategy-making as a political process, promoting coalitions and political games to promote change. Stakeholders vie for position and control.

Example: The director of alumni continuing education called upon various external and internal coalitions to promote an important adult education bill in congress. As a planner of quality programs over the years, he built good relationships with a number of influential alumni. The director knew he could count on many of them to contact their legislators about the bill. Internally, as a well respected administrator of the university he could seek assistance from the university's lobbyist, provost, and president. This strategy may illustrate individual and institutional power, but cannot assure a certain outcome.

Cultural Model

Planning as an ideological process. Stresses collective behavior based on the common beliefs shared by the members of an organization. Respectful of an organization's history and culture.

Example: The professor delighted in the "Saturday Seminars for Adults" program he developed for the city's art museum. The seminars were well attended by members of the museum and their enthusiasm was infectious. What a treat to discuss a painting's merits in the galleries, surrounded by inquisitive adults! This strategy respects and serves the interests of the museum's members. But does the program attract adults who aren't members? Does the museum have an obligation to develop programs that reach out to this latter population?

Environmental Model

Planning as a passive process. Influenced by the literature in population ecology, the environment dictates strategy. Organizations adapt to situations or they die. There is no real strategist or strategy-process, organizations simply sustain niches until that position becomes obsolete.

Example: The vocational-technical school was at a crossroads. Many of the technical skills provided in the curriculum were outmoded and the labs needed substantial upgrades. Enrollment had suffered and the school lacked sufficient capital to invest in new curriculum and equipment. This model depicts the environment as complex, dynamic, and sometimes hostile. However, the model doesn't address the strategic variables that the school might employ to adapt and change.

Configuration Model

Planning as an episodic process. This school draws on the contributions of the other nine schools, believing that each in its own time and place has relevance. Accordingly, strategy involves matching the appropriate process to the organization's particular needs.

See Program Development p. 30

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Communication, continued from p.10

12. Continually communicate your organization's common vision—the "image of a possible and desirable future state of the organization"—as Bennis and Nanus define it in *Leaders*. Communicate it by speeches, by symbols, by stories, at workshops, at celebrations. Be certain the way you and the organization communicate every day is consistent with the vision. Martin Luther King's "dream," Jefferson's "truths we hold," Kennedy's "man on the moon," and Ford's "car for the common man" are classic examples of communicating visions that changed lives.

13. Use communication to celebrate accomplishments. Recognize both bold and quiet victories. Newsletters, parties, or personal recognition for a job well done are examples. Remember, though, some people's parties are other people's pains—even celebrations must take individual differences into account.

14. Several useful tools exist to help leaders vary communications according to followers' styles. For example, openly discussing personality and temperament types identified through the Myers Briggs Type Indicator or the Keirsey Temperament Sorter can vastly improve communication. *Working Together* by Isachsen and Berens is a superb guide for this process. Or for those wanting a briefer format to follow, Hirsh and Kummerow's "Introduction to Type in Organizations" provides an excellent discussion starter.

15. Listen, listen, listen! As Greenleaf says in *Servant Leadership*, effective leaders "automatically respond to any problem by listening *first*. . . .because true listening builds strength in other people." Effective listening comes naturally to some, but most leaders can and must learn the needed attitudes and skills, such as putting aside one's agenda, allowing opportunity and time, building trust, and being vulnerable.

Strategies like these can make your organization more effective through improved communication. While this alone will not substitute for things such as good people, adequate resources, and a worthwhile mission; without good communications, no administrator and no organization can be successful. ▲

Program Development, continued from p. 8

Example: The assistant provost for continuing education was asked to consider assuming responsibility for the university's summer school program. He drew upon various strategies. He considered the university's and division's culture and mission. He conducted formal analyses, and lobbied key stakeholders to fashion a plan. The division's actions could, he readily admitted, evolve over time. This model empowers the continuing educator and organization to engage in a range of alternatives. Such a broad brush approach, however, doesn't diminish the importance of attending to the details, the nuances of our messy world.

Each of these models and examples simplify and perhaps overstate a position to make a point. Nevertheless, these models provide tools to examine your practice and consider ways in which it could be enhanced. The variety and opportunities depicted by the models suggest that continuing educators should have a passion for eclecticism! ▲

Managing the Differences, continued from p. 14

may never be settled, it does serve to highlight the unique aspects of management in public adult education organizations. As we have seen, the role of program development is a distinct and critical activity of the adult education manager. Moreover, the nature of public adult education organizations affects the activities of adult education managers in unique ways. The marginal nature of adult education units, the "part-time" involvement of staff, and the non-profit status of public adult education organizations are cause for expenditures of energy that provide indicators for survival within the parent organization and for developing creative ways to motivate marginally committed staff to engage in such extracurricular activities as staff development. These unique aspects of adult education managers serve to magnify the complexity and importance of working with adults. Many adult education administrators are successfully managing the complexity and ambiguity, and perhaps it is to them that we should turn next to determine what makes an effective adult education manager. ▲

Popular Education in Quebec

Strengthening Social Movements

Authors: Adele Chene & Michael Chervin

Quebec is one of the few places in North America where popular education is widely practiced. This 30-page monograph describes the various forms of popular education in Quebec and traces the development of this movement since its beginnings in the 1960s.

The authors describe three types of education including a Haitian community organization; a continuing education center that emphasizes the social issues of communications and the media, community action, and spiritual growth; and a group that pursues educational activities for women's groups, youth groups, and international solidarity groups.

The monograph includes a French and an English text.

Single Issue Price

AAACE Member	$7.50 plus $1.50
Nonmember	$9.95 plus $1.50

Bulk Prices, 10 or more copies

AAACE Member	$5.95 plus $2.00 plus UPS shipping
Nonmember	$7.95 plus $2.00 plus UPS shipping

Send your order to:
American Association for Adult &
Continuing Education, 2101
Wilson Blvd., Ste. 925, Arlington, VA 22201.

Orders under $25, please include payment. Make check payable to AAACE; MASTERCARD and VISA accepted.

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Team Building

Team Building

One of the greatest challenges administrators in adult literacy agencies face is to make certain that all staff members are actively engaged in the operation of the organization. Changes in our world are bringing changes to teams. Teams are highly interdependent and engage in complex relationships while working toward common goals. They often must deal with imperfectly matched values and ideas about how they should do things. This session will help administrators to identify symptoms of destructive or counter-productive activity and to prescribe actions to move the team toward higher levels of performance.

Team Building Facilitators

Ruth Littlejohn

Ruth Littlejohn is a powerful example of how every one of us can transform the American dream into a personal reality. Despite amazing obstacles, Ruth discovered that success does leave markers and that mentors can make the crucial difference. Her own life and career were transformed as a result. Now she is a powerful coach and speaker who connects with audiences at a gut level ... the level in which we experience profound change.

The power to influence comes naturally to Ruth. Early on she was a grassroots activist facilitating opportunity and change with in the community. Later, as a manager, trainer, corporate team builder, consultant and coach, she drew upon the same energy helping corporations make the transition from a hierarchical management style to a team-based approach. Her professional background covers a gamut of accomplishments.

Ruth earned a Master of Science in human resources development from The American University, and a Master of Education from Lehigh University. She is also an active member in The National Speakers Association and the Organization Development Network.

Shawn Kent

Shawn Kent, President of Influence Mastery Inc., works with organizations that want their people to connect better with others and with professionals who want to communicate more clearly.

With over ten years of corporate and consulting experience, Ms. Kent's background includes training and development, coaching for improved productivity, management skills building, recruiting, and career coaching, employee relations and retention strategies, and managing a human resources staff. She was previously Human Resources Manager and Senior Training Consultant at The Dun & Bradstreet Corporation.

Ms. Kent holds a Masters of Science in Organization Dynamics from the University of Pennsylvania, and attended the Crosby Quality College. She authored *The Mastering Your Influencee™ Workbook*, and *The Influence Journey*, published by Skills Mastery Press, 1998 and *Power Presentations, How to Sell Your Ideas and Connect with Your Audience*, published by John Wiley & Sons, 1993.

Ms. Kent is an active member of The National Speakers Association and The American Society of Training & Development.

GROUPS VERSUS TEAMS

GROUPS	TEAMS
☐ Members think they are grouped together for administrative purposes only. Individuals work independently; sometimes at cross purposes with others.	☐ Members recognize their interdependence and understand both personal and team goals are best accomplished with mutual support. Time is not wasted struggling over "turf" or attempting personal gain at the expense of others.
☐ Members tend to focus on themselves because they are not sufficiently involved in planning the unit's objectives. They approach their job simply as a hired hand.	☐ Members feel a sense of ownership for their jobs and unit because they are committed to goals they helped establish.
☐ Members are told what to do rather than being asked what the best approach would be. Suggestions are not encouraged.	☐ Members contribute to the organization's success by applying their unique talent and knowledge to team objectives.
☐ Members distrust the motives of colleagues because they do not understand the role of other members. Expressions of opinion or disagreement are considered divisive or non-supportive.	☐ Members work in a climate of trust and are encouraged to openly express ideas, opinions, disagreements and feelings. Questions are welcomed.
☐ Members are so cautious about what they say that real understanding is not possible. Game playing may occur and communications traps set to catch the unwary.	☐ Members practice open and honest communication. They make an effort to understand each other's point of view.
☐ Members may receive good training but are limited in applying it to the job by the supervisor or other group members.	☐ Members are encouraged to develop skills and apply what they learn on the job. They receive the support of the team.
☐ Members find themselves in conflict situations which they do not know how to resolve. Their supervisor may put off intervention until serious damage is done.	☐ Members recognize conflict is a normal aspect of human interaction but they view such situations as an opportunity for new ideas and creativity. They work to resolve conflict quickly and constructively.
☐ Members may or may not participate in decisions affecting the team. Conformity often appears more important than positive results.	☐ Members participate in decisions affecting the team but understand their leader must make a final ruling whenever the team cannot decide, or an emergency exists. Positive results, not conformity are the goal.

DIFFERENCES BETWEEN GROUP-CENTERED MANAGERS AND TEAM-CENTERED MANAGERS

Identify the qualities which best describe you at this time with a ☑.

GROUP CENTERED	TEAM CENTERED
☐ Overriding concern to meet current goals inhibits thought about what might be accomplished through reorganizing to enhance member contributions.	☐ Current goals are taken in stride. Can be a visionary about what the people can achieve as a team. Can share vision and act accordingly.
☐ Reactive to upper management, peers and employees. Find it easier to go along with the crowd.	☐ Proactive in most relationships. Exhibits personal style. Can stimulate excitement and action. Inspires teamwork and mutual support.
☐ Willing to involve people in planning and problem solving to some extent but, within limits.	☐ Can get people involved and committed. Makes it easy for others to see opportunities for teamwork. Allows people to perform.
☐ Resents or distrusts employees who know their jobs better than the manager.	☐ Looks for people who want to excel and can work constructively with others. Feels role is to encourage and facilitate this behavior.
☐ Sees group problem solving as a waste of time, or an abdication of managerial responsibility.	☐ Considers problem solving the responsiblity of team members.
☐ Controls information and communicates only what group members need or want to know.	☐ Communicates fully and openly. Welcomes questions. Allows the team to do its own filtering.
☐ Ignores conflict between staff members or with other groups.	☐ Mediates conflict before it becomes destructive.
☐ Sometimes slow to recognize individual or group achievements.	☐ Makes an effort to see that both individual and team accomplishments are recognized at the right time in an appropriate manner.
☐ Sometimes modifies group agreements to suit personal convenience.	☐ Keeps commitments and expects the same in return.

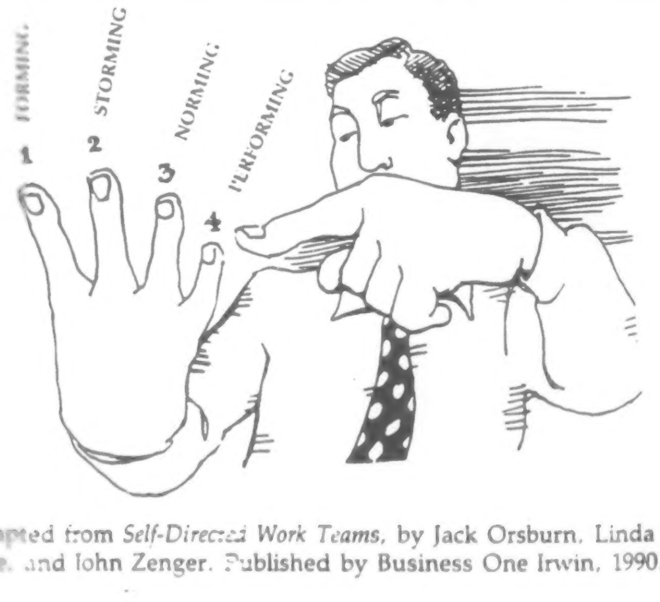
TEAM LIFE CYCLES

A team evolves through a life cycle from birth to maturity. Each stage of the cycle has predictable transition characteristics. The facilitator who knows what to expect in these stages is better prepared to serve the members' needs and help team members deal with the situations inherent in each stage.

Jack Orsburn and his colleagues have characterized the predictable stages in team development.* Below are the team characteristics for each stage.

TEAM DEVELOPMENT

STAGE 1: FORMING	Little or No Measurable Accomplishments
STAGE 2: STORMING	Minimal Performance
STAGE 3: NORMING	Average to Good Performance
STAGE 4: PERFORMING	High Performance



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* Partially adapted from *Self-Directed Work Teams,* by Jack Orsburn, Linda Moran, Ed Musselwhite, and John Zenger. Published by Business One Irwin, 1990.

TEAM LIFE CYCLES (continued)

STAGE 1: FORMING

The forming stage represents the movement of an individual into the group-member status. Most team members will greatly anticipate their involvement. The team members' characteristics and suggested facilitator actions of this "feeling out" stage include:

Team Member Characteristics:

- Hesitant participation tempered with optimism
- Organizational complaints and gripes common
- Some suspicion and fear of team situation
- Looking for sense of belonging
- Closely watching other team members' behaviors

Facilitator Behaviors:

- Ensure team members get acquainted
- Be sensitive to team members' needs
- Provide clear direction and information
- Give team simple tasks
- Provide intensive "awareness" training
- Provide training on team-building tools

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STAGE 2: STORMING

Although a layperson would expect progress to pick up during this stage, little actually develops. In fact, this stage has great downside possibilities if the facilitator does not effectively counter these tendencies.

Team Member Characteristics:

- Conflict between team members begins to show
- "One-upmanship" develops
- Concern over team versus individual responsibilities
- Continuing confusion about team members' roles

Facilitator Behaviors:

- Continue to be positive and informative
- Reassure team that current conflict is normal
- Deal openly with conflict
- Give team more responsible tasks
- Continue to train on team building and team tools

TEAM LIFE CYCLES (continued)

STAGE 3: NORMING

In this stage the team begins to come together. Conflict is substantially reduced as the team grows in confidence and begins to find that the team concept is working.

Team Member Characteristics:

- Over-reliance on team leader/facilitator possible
- Conflicts reduced among team members
- Sharing and discussing become team norms
- Greater team cohesiveness develops
- Harmony among team members becomes common

Facilitator Behaviors:

- Provide less structure as team matures
- Give team even more responsibility
- Ensure team does not overly rely on any one member
- Continue to provide team development and training opportunities

STAGE 4: PERFORMING

As maturity continues, *team* behavior becomes the norm. While team members may be occasionally replaced, the team has become self-functioning. The team routinely defines and solves more difficult issues.

Team Member Characteristics:

- Intense loyalty among team members develops
- Teams may mask individual dysfunctional members
- Teams can become competitive with other teams
- Teams need greater information
- Teams become more innovative
- Team members become more confident

Facilitator Behaviors:

- Ensure team's information needs are fulfilled
- Ensure that the team celebrates its successes
- Encourage team toward continued growth
- Continue to train; ensure new team members are properly trained
- Encourage team members to rotate roles
- Reduce your involvement as team grows
- Continue to foster trust and commitment among team members

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Team Development Exercise

Identify the following sentences relating to team development stages by placing an F (Forming), S (Storming), N (Norming), or P (Performing) in the space provided. Check your answers with those in the box at the bottom of the page.

____ 1. Conflict between team members begins to show.

____ 2. Looking for a sense of belonging.

____ 3. Organizational complaints and gripes are common.

____ 4. Harmony among team members becomes common.

____ 5. Teams need greater information.

____ 6. Intense loyalty among team members develops.

____ 7. "One-upsmanship" develops.

____ 8. Sharing and discussing become team norms.

____ 9. Teams can become competitive with other teams.

____ 10. Some suspicion and fear of team situation.

____ 11. Concern over team versus individual responsibilities develops.

____ 12. Over-reliance on facilitator possible.

Answers: 1. S 2. F 3. F 4. N 5. P 6. P 7. S 8. N 9. P 10. F
11. S 12. N

FACILITATING BRAINSTORMING

Another proven problem-solving tool is brainstorming. Facilitators use this technique to develop a "storm" of ideas in a structured format. It is most heavily used in steps 3 through 5 of the problem-solving steps. Brainstorms are most effective with groups ranging from three to eight people.

Brainstorming is effective as both a problem-solving tool and as a team builder. The team building benefits are derived from equal opportunity for participation from each team member and the subsequent trust developed from that involvement. The problem-solving value derives from the creativity and idea generation of different perspectives.

Brainstorm Guidelines

The facilitator or recorder typically uses the flip chart and flip-chart techniques to record the brainstorm responses and begins by stating, "Let's brainstorm."

☐ Clearly state the purpose, topic, issue and guidelines for the brainstorm.

☐ Set a distinct period of time for the brainstorm, i.e., 12 to 20 minutes.

☐ Each team member, in sequence, makes a contribution. (Encourage team members' ideas even if they seem "far out" or ridiculous.)

☐ Allow no evaluations, criticisms, comments or discussions during the generation of ideas. (Comments might cause people to censor their ideas or otherwise dampen the creative process.)

☐ "Passing their turn" by team members with continued participation is allowed. (Quantity of ideas is a goal of this technique.)

☐ Piggybacking, i.e. building on others' ideas is encouraged without the barrier of "pride of ownership." (If a number of participants pass, the facilitator might open the session up to "greenlighting," whereby all members can contribute ideas without waiting for their turn.

☐ When all team members have passed, the facilitator asks, "Are we through?"

WORKSHEET: WORKER INJURY CAUSES

To illustrate, a team's brainstorming worksheet on the possible causes of worker injuries might look like this:

CAUSES OF INJURY

- bulky material
- raw material too heavy
- material prone to shatter
- difficult-to-grip materials
- improper technique
- taking shortcuts
- rushing by employees
- carelessness by employees
- tables too high
- unsafe shoes
- improper safety shield
- worn-out drill
- slippery footing
- lack of safety rules
- repetitive actions
- lack of training
- too much overtime
- overlooking safety rules
- supervisors expect too much
- supervisors overlook safety policy
- lack of lifting equipment
- poor lighting
- limited signage

Facilitator Closure On Brainstorming

During the actual brainstorming, the facilitator has acted primarily as a recorder with only brief moments of participation to clarify ideas.

After the ideas have been generated, the facilitator moves into a more traditional role to reduce the idea list to a more manageable size. Questioning, multivoting, and nominal group techniques can be used to gain consensus on the ideas to be further developed. Brainstorming ideas are often used as the basis for another team tool called cause-and-effect diagrams.

CAUSE-AND-EFFECT DIAGRAMS

Brainstorming, document analysis, or some other means often provide the team with many potential causes or solutions to an issue.

To provide greater structure for the team in their analysis, a cause-and-effect diagram often helps by further subgrouping the issue under major headings. One common form of a cause-and-effect diagram is called the "fishbone diagram." Three steps are involved in constructing a fishbone.

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Next Steps

Next Steps

On-Going Activities

The Pennsylvania State Administrators Institute was designed to continue an active conversation about issues that have an impact on administrators and their programs long after the Philadelphia Institute itself has ended. There are two parts to this process. The first is the regional group meetings and the second is a dynamic on-line component which will continue the professional development process in a virtual setting.

Both of these components will serve to assist administrators to integrate the new skills they have developed through their participation in the Institute into their daily practice.

Regional Groups

There will be four regional group sessions at the Philadelphia Institute. These initial sessions are designed to introduce group members to each other, to collect information on administrative beliefs and practices, and to begin a discussion of issues raised by the various topical workshops. These sessions will also provide participants with the opportunity to review the information that was collected as a part of the initial needs assessment. Groups will also be asked to create a plan for their follow-up activities in the regions.

The regional groups can continue a topic that was raised during the Institute or select another topic to pursue. The format may involve sharing expertise among colleagues or bringing in the expertise of an outside facilitator. These sessions could be process-oriented or content-oriented. Cross-vistitation, mentoring, or inquiry could be used to continue the process. During the follow-up activities, the plans formulated during the Institute should be adjusted to meet the needs of the partcipants.

On-Line Professional Development

Early in December, all of the administrators who were accepted to the Pennsylvania Administrators Institute were subscribed to the Pennsylvania State Administrators Listserv. This Listserv will become increasingly active in the coming months and will serve as a place where administrators who took part in the institute can share with each other details of the work that is taking place in their regional groups.

When administrators return from the Philadelphia Institute, they will receive a welcome message from the list manager who will facilitate list discussion over the course of the coming year. If you do not receive a welcome message immediately after you return to your region, please contact the list manager, Kevin Brady, at: **kevin.brady@phila.gov**

If you have additional questions or concerns about the Institute's on-line components, please do not hesitate to call Kevin Brady at 215-686-4486.

On-Line Resources

Within this section of the Pennsylvania State Administrators Manual is a series of examples of resources available to anyone with a computer and an Internet connection. This collection of resources includes:

The Administrators Institute Website - http://www.libertynet.org/mcol/institute.html - This is your source for news and information about the on-going activities taking place in the regional administrators groups, on the listserv, and links to on-line resources for adminsitrators.

The Mayor's Commission on Literacy - http://www.libertynet.org/mcol/index.html - The MCOL's main page. This site provides information about Commission initiatives, including the Pennsylvania State Administrators Institute.

Learning Organization Mailing List and Archive - http://www.std.com/~lo/LOinfo.html - This website gives an in-depth description of Internet basics, using mailing lists, observing netiquette, using email archives, listserv policies, and subscribing/unsubscribing to lists.

John McClellan's Bookmarks - http://www.commnet.edu/QVCTC/classes/conflict/confurls.html - This site provides a wealth of links to sites with information on conflict resolution from different parts of the world. McClellan's links are extremely broad-ranging and examine conflict from a global to a personal scale. This is just one example of how one can use the Internet to research a topic.

The LINCS Website - http://novel.nifl.gov/ - The National Institute for Literacy's website contains extensive information about national adult literacy subjects including the Equipped for the Future initiative, technological literacy, workplace education, corrections education, welfare and ESOL.

ABLEsite - http://www.cas.psu.edu/docs/pde/able/ablesite.html - This is the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy website. The site includes information on state initiatives including professional development events in all of the PDC regions, information on the state Program Performance Standards, and updates on Project EQUAL, the state's program improvement initiative.

ERIC Clearinghouse - http://ericacve.org/ - The ERIC archive is an extensive educational information network which is part of the National Library of Education, US Department of Education. ERIC's goal is to identify, select, process and disseminate information on education.

The Literacy List - http://www2.wgbh.org/mbcweis.org/mbcweis/ltc/alri/eclectic.html - This eclectic collection of literacy-oriented websites is one of the best on the Web. All links are scrupulously well-annotated.

David Rosen's Teacher's Annotated Webliography - http://www2.wgbh.org./mbcweis/ltc/alri/webliography.html - A comprehensive list of literacy-oriented sites on the Internet.

The PBS Literacy Link - http://www.pbs.org/adultlearning/literacy/ - This site is sponsored by PBS, the National Center on Adult Literacy at the University of Pennsylvania, and the Kentucky Network and includes a forum for adult literacy instructors, literacy news, and PeerLit, a collection of peer-reviewed instructional Websites.

The PAACE Website - http://www.lhup.edu/ablenet/paace/ - The Website of PAACE, the Pennsylvania Association for Adult Continuing Education. PAACE is a non-profit educational association whose mission is to enable its diverse members to help adults reach lifelong educational goals and to represent its members by exercising leadership at local, state, and national levels.

Welfare Reform Related Data - http://www.welfareinfo.org/data.htm - This is an ideal site for tracking the impact of welfare reform legislation and its impact on recipients. This is just one example of how you can collect up to date information on a topic on-line.

Welfare Law Center - http://www.welfarelaw.org/ - The Welfare Law center works with and on behalf of poor people to ensure that adequate income support -- public funding provided on the basis of need -- is available whenever and to the extents necessary to meet basic human needs and foster healthy family development.

Anson Green's Adult Education and Literacy Website - http://members.aol.com/Ansongreen/welcome.html - An extensive set of links organized by subject. Fantastic information on project-based learning and other hot topics.

The Energize Site - http://www.energizeinc.com/ - A site devoted to volunteerism for directors of volunteer organizations. Contains excellent articles, citations from books on volunteerism, volunteer success stories, and information on volunteer management job opportunities.

NSCALL - The National Center for the Study of Adult Learning and Literacy - A collaborative effort between the Harvard University Graduate School, and World Education. The University of Tennessee, Rutgers University and Portland State are NSCALL's partners. The site is full of intriguing information on NSCALL's ongoing research projects.

Pennsylvania State Administrators Institute
Information from Administrators Institute Application

The items that you see below were selected from administrators' applications for this Institute. They include the twelve factors that were cited most frequently in administrators' discussions of what makes or what interferes with an administrator's effectiveness.

	Central Northeast	Northwest	PDE	Philadelphia	Southeast	South Central	Southwest	Total
Communication	1	1	2	0	11	1	0	16
Fairness	1	1	0	1	4	0	1	8
Flexibility	1	2	0	2	5	0	2	12
Interpersonal	2	2	2	1	14	2	1	24
Leadership	0	1	0	1	3	0	3	8
Listening	1	0	0	4	4	3	4	16
Motivating Others	1	2	2	4	3	0	2	14
Openness	1	2	1	3	3	0	0	10
Organization	3	0	2	3	7	0	2	17
Team Building	0	1	1	3	3	0	2	10
Vision	0	1	3	5	1	1	1	12
Total Responses	3	4	3	14	14	2	6	46

Supplementary Materials

Mayor's Commission on Literacy
Pennsylvania State Administrators Institute
December 7 - 9, 1998

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Mayor's Commission on Literacy
Pennsylvania State Administrators Institute
December 7 - 9, 1998

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Mayor's Commission on Literacy
Pennsylvania State Administrators Institute
December 7 - 9, 1998

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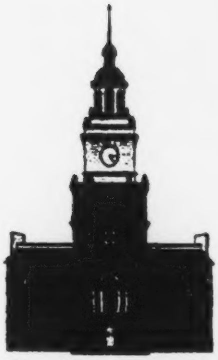
The Pennsylvania State Adult Literacy Administrators Institute



- General Institute Information
- Home
- The Mayor's Commission on Literacy
- Philadelphia Tourism
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This website is maintained by the Mayor's Commission on Literacy in Philadelphia, PA. Questions concerning the site's content or requests for information on the Administrators institute should be referred to the Comission at kevin.brady@phila.gov.

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General Information

Project Description

This year's Pennsylvania Adult Literacy Administrator's Institute will provide an opportunity for participants to engage in a series of dynamic professional development activities which are designed to showcase the kind of leadership strategies that are crucial to program improvement within state agencies. By drawing examples from observations of their own programs and sharing those examples with their peers, administrators will have opportunities to deepen their understanding of the choices they face as leaders.

The Administrators Institute will encourage participants to examine the current practices, individually and collectively, and to analyze differences in leadership styles and their effects on program improvement. The project will foster a reflective approach to administration through a series of *situational learning experiences*, which call upon administrators to re-examine their professional suppositions and closely investigate their administrative strategies.

The project will work within the context of the state initiative for program improvement and professional development for administrators. It will build on the successes of the EQUAL initiative to help administrators determine how to effect the changes needed for improved program planning and practice. Project EQUAL has shown that individuals who have taken part in learning from practice have had a firmer grasp on the process of program improvement because they are better able to incorporate elements of self-reflections and self-evaluation into their thought processes. The Administrators Institute will draw extensively from this kind of reflective model.

The Administrators Institute is supported by Section 353 funding through the Pennsylvania Department of Education's Bureau of Adult Basic Literacy. All project activities will be conducted in accordance with the Guiding Principles for the Professional Development of Adult Practitioners.

The Mayor's Commission on Literacy also will maintain an active on-line presence throughout the course of the coming year. Institute participants will be encouraged to periodically monitor the Institute Website for breaking information and project updates. The Institute's Listserv also will help to keep participants engaged in an ongoing conversation about the impact of the program on their administrative practices.

Logistical Information

The Institute's initial meeting will be held in Philadelphia from Monday, December 7th through Wednesday, December 9th at the Sheraton University City Hotel. Directions to the Sheraton, contact telephone numbers, and the hotel address are available online. The Sheraton in located in the beautiful University City section of Philadelphia and is just minutes from some of the city's most prominent historical and cultural attractions.

The target audience of the Institute is administrators from PDE-funded agencies who are decision-makers in their organizations. All participants in the Institute should have the level of authority needed to facilitate improvements in their programs. To request an Institute application please e-mail us with your name, agency affiliation, address, telephone number, and email address or call 215-686-4400.

Institute Home *The Mayor's Commission on Literacy* *PDE's Able Site* *Philadelphia Tourism Sites*

General Institute Information | *Driving Instructions* | *Listserv Instructions* | *E-mail Us*

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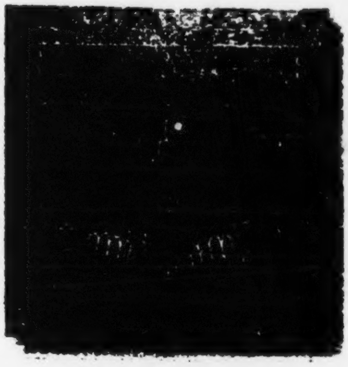
The Mayor's Commission On Literacy

Dedicated to Lifelong Learning



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http://www.libertynet.org/mcol/index.html
mcol@phila.gov

Mayor's Commission on Literacy
Voice: (215) 686-4400
Fax: (215) 686-4417
1401 John F. Kennedy Blvd.
Philadelphia, PA 19102

This website was created with help from Richard Green

(This page last modified Thursday, Nov 12, 1998)

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Learning Organization Mailing List and Archive

Copyright (c) 1994, 95, 96 Richard Karash
Sponsored by Innovation Associates, Inc.

This is an internet dialog among people interested in the Learning Organization concept, as described by Peter M. Senge in *The Fifth Discipline*, (1990, New York, Currency Doubleday).

Click here to go to the Learning-Org Dialog

Information about the Mailing List & Archive (These are links within this page...)

- What is the "Learning-org mailing list"?
- What are my options for participating in the Learning-Org list?
- What is a Digest?
- Subscribing to Learning-org
- Posting to the List
- Introducing Yourself
- Mailing List Eqiquette
- Learning-org Archive
- Policies
- Sponsorship
- Spreading the Word

What is the "Learning-org mailing list"?

It is a flow of messages over the internet. There is a list of subscribers and all subscribers receive all the messages. Our robot keeps track of subscribers and distributes the messages. To add your contribution to the flow, you send a simple e-mail message to our address and the robot takes care of everything else.

This is available to anyone who can send and receive Internet email messages (including America On Line, eWorld, Compuserve, Prodigy, local Internet providers, and most corporate e-mail systems).

We focus on practitioners, i.e. those working to build learning organizations, but our group is very diverse. Most of our messages are thoughtful and inquiring. Our aim is that the discussion on this mailing list be conducted in the spirit of learning and exploration. Messages with an authoritarian tone are discouraged and "flaming" is not permitted.

In other words, we are conducting a dialogue about building learning organizations, and you are welcome to join us.

The Learning-org list was launched in June 1994 and now has a large base of participants. This a world-wide facility, with strong international representation.

English is the primary language for Learning-org.

RETURN => to list of topics

What are my options for participating in the Learning-Org list?

```
1) You can receive Learning-org daily in your email in-box, either

   1a) You can receive individual messages (10-30/day).
      This is called the "main list" (learning-org).

      ...Or...

   1b) You can receive one longer "Digest" message each day; this is
      a compilation of all the individual messages on the main list and
      this is called the "Digest list" (learning-org-digest).

2) You can read the messages in the Learning-org archive

...and, in any case...

3) You can create messages and send them to the list.
```

To receive Learning-org in your email in-box (that is, 1a or 1b above) you must be a subscriber. No subscription is required to read messages in the archive or to participate by sending messages to the mailing list.

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What is a Digest?

A Digest is a daily compilation of Learning-org messages, with a simple table of contents at the top. These are the full messages. not a condensed version. The Digest is distributed once a day Monday thru Friday, usually late evening US Eastern time. If there are no messages on the list (a rare occurance) there will be no Digest that day.

If you like to be selective in reading list messages based on the "Subject:" line, then you'll probably want to receive the individual messages. If you would rather download all the list messages to read later or print them out to read on your train ride home, then the digest version is for you.

In either case you can create new messages and reply to messages of others.

RETURN => to list of topics

Subscribing to Learning-org

The mailing list is handled by Majordomo, our faithful robot, no human action is involved in list maintenance. But Majordomo only understands certain commands. Follow these examples carefully:

```
1) To subscribe for individual messages send an email to:
      majordomo@world.std.com

   The subject line is ignored; begin the msg with two lines:
      subscribe learning-org
      end
```

```
2) To subscribe for a daily Digest of messages, send email to:
      majordomo@world.std.com

   The subject line is ignored; begin the msg with two lines:
      subscribe learning-org-digest
      end
```

Any additional text in the msg body (e.g. your sig) will be ignored. You will be added to the list and will receive a Welcome message including this info file. Please, please, please...

keep the Welcome message for future reference!!

If you have problems or receive an error response that you cannot handle yourself, then **forward** to your hosts

```
      learning-org-approval@world.std.com
```

whatever you received that indicates to you there is a problem. If all else fails, email us at that address.

```
3) To change from individual messages to Digest, send email to
      majordomo@world.std.com

   The subject line is ignored; begin the msg with these three lines:
      subscribe learning-org-digest
      unsubscribe learning-org
      end

4) To change from Digest to individual messages, send a message
similar to the one in #3 above, but move the two characters "un"...;
it's easier to do than to explain.

5) To leave Learning-org, refer to the Welcome message you received and
saved for reference. If that's lost, send a message to
      majordomo@world.std.com

   The subject line is ignored; begin the msg with three lines
      unsubscribe learning-org
      unsubscribe learning-org-digest
      end
```

You'll receive a confirmation message with subject line "Majordomo Results." (This method is a brute force approach that will unsubscribe you from which ever list you are on; the second unsubscribe line will fail with an error message which you can ignore.)

Again, if problems, forward the error msg to

```
   learning-org-approval@world.std.com
```

-->>IMPORTANT<<-- Do not send subscribe and unsubscribe messages to the list address (learning-org...)! Send them to majordomo... as above.

For those familiar with LISTSERV type mailing lists -- Majordomo performs most of the same functions, but the commands are different. Please follow the examples above, not the forms you have used with LISTSERV.

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RETURN => to list of topics

Posting to the List

Easy! Send an email message to learning-org@world.std.com and it will be re-broadcast to all subscribers.

...Or... Depending on your email reader, you can probably just take any Learning-org message and reply to it.

...Or... Use the links on the web pages.

RETURN => to list of topics

Introducing Yourself

You are invited to introduce yourself to others on the list. If you wish to do so, we suggest:

- Describe your experience with the learning organization concepts
- Say something about the questions you have, what you are curious about.
- Put "Intro -- your name" in the subject line.

RETURN => to list of topics

Mailing List Etiquette

In this dialog, we are trying to **be** a learning organization: the spirit and tone of the Learning-org list reflects this and is different from some Internet discussions.

In addition, note these elements of good Internet etiquette:

1. In replying to a msg, think about whether you want to reply a) directly to the writer, or b) to the whole mailing list. You might say different things in a one-on-one conversation than you would in a very large gathering! Learn how to do each of these in your mail reader.

2. Please pay attention to the "Subject:" line of your msg. If you are continuing the same thread, keep the same subject line.
   - For example, if you are responding to a message with "Subject: Widgets LO123" then your reply should have the subject line "Subject: Re: Widgets LO123"
   - If you are starting a new subject, then use a new subject line.
   - If you are replying to a digest message, you will have to type in the subject line yourself; please do so carefully. Consistent subject lines are important to subscribers who are selecting which messages to read based on the subject line. They are also important for making the archive usable.

3. Help your readers identify the message to which you are replying. Start your message with something like:
   - On March 1, Joe Smith wrote in LO123, "brief quote... Just enough so readers can tell

what you are replying to."

- Or, at minimum, "Replying to LO123 --"

4. Sign your message with name and email address at the end. Some people set up their mailing program to add a "sig" at the end of each of their messages automatically. See Emily Postnews for advice about "really long sigs with lots of clever and interesting quotes and intricate drawings that readers *just love* to see over and over in all your messages." In other words, we suggest you keep your sig short (e.g. four lines max).

   The reason for putting your email address at the end of the message is that some mail readers do not display the "From:" address in the message header, and their users would otherwise be unable to contact you directly.

If your message violates one of these elements, your host may try to correct it, or may return it to you to fix. (Remember, this is a volunteer effort).

RETURN => to list of topics

Learning-org Archive

The World-Wide-Web version of Learning-Org provides a different way to participate that may be more attractive. This is be a matter of personal style and preference; many will prefer to participate through email.

The URL is <http://world.std.com/~lo/> and the last two characters are "el-oh," not "one-zero."

It's hard to describe the Web, and I won't try here, except to say that it's the fastest growing element of the internet, and has tremendous promise for ease of use, once your browser is set-up.

If you have a Web Browser, you can find messages by date, thread, subject, or author. You can read what you want, when you want, and your Browser will probably keep track of what you've seen vs. what's new to you. You can continue a discussion thread right from your Browser or start a new topic. In short, this is not just an archive for use once in a while to find a lost message, but a different way to participate fully in the Learning-Org discussions.

The archive is also available by ftp, but this is not as easy; ftp to: ftp.std.com and the directory is /ftp/archives/Learning-org

See any of the popular Internet guide books for how to ftp.

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Policies

1. You own your own words. Participants in the list should not take the writings of another and reuse them (except in the dialogue here) without permission of the writer. In posting, you may place your copyright on your message. The message archive is accessible to anyone on the Internet and carries a notice: "All msgs Copyright (c) -their author- unless otherwise noted".

2. Spirit: Learning is promoted by dialogue in a spirit of inquiry, curiosity, and mutual respect. We conduct our discussion in that spirit. Thus, our discussion will be less strident, less authoritarian, less confrontational, less "knowing" than on many Internet forums.

3. The list is moderated. This means that your host sees each message before it is distributed to the list. This insures that errant messages don't get distributed, and we screen messages which are off topic or contrary to the spirit of the list. In each such case, we communicate with the msg author.

4. Learning-org is strictly a volunteer effort. There is no customer service number or staff, and your host cannot provide help with communications or getting started on the Internet. If you need such help, we suggest you make arrangements with a public access provider in your area or talk to your system administrator (if you have one). I recommend for Macintosh users *The Internet Starter Kit* by Adam Engst, and there are many other Internet books. But, by far the best way to get going on the Internet is to find a friend who can help.

RETURN => to list of topics

Sponsorship

Richard ("Rick") Karash is host for learning-org and the contact email is learning-org-approval@world.std.com

This facility has been created by Rick Karash and Charlie Kiefer as a service to the community, and the (modest) costs are supported by Innovation Associates, Inc. (In U.S. 781-398-8500 or innov-assoc@world.std.com; in Canada 905-731-7991.

RETURN => to list of topics

Spreading the Word

Please **do** tell others about this list! To do so, **do not** re-distribute this long file, but please send them just the instructions below. Encourage them to try these instructions and, if this fails, to contact the hosts.

```
   ---start of instructions---
For info about Learning-Org -- the internet disucssion of the Learning Organization

Via the Web, the URL is http://www.learning-org.com/

By email, please msg to our faithful robot, majordomo@world.std.com

The subject line is ignored; begin your msg with these two
lines:

  info learning-org
  end

If problems, please *forward* whatever you have to Richard Karash, host,
at learning-org-approval@world.std.com
   ---end of instructions---
```

This info file is Copyright (c) 1994-98 Richard Karash and may not be re-distributed. However, the "For info" instructions, just above, may be distributed freely.

Learning-org and the format of our message identifiers (LO1234, etc.) are trademarks of Richard Karash.

RETURN => to list of topics

```
     Richard Karash ("Rick")        <http://world.std.com/~rkarash>
  Speaker, Facilitator, Trainer       email: rkarash@karash.com
"Towards Learning organizations"   Host for Learning-Org Mailing List
(617)227-0106, fax (617)523-3839 |     <http://www.learning-org.com>
```

The End

Jock McClellan's Bookmarks

On Conflict Resolution

Conflict Resolution Starting Points

Yahoo Search
ConflictNet Home Page
Program on Negotiation: Home Page
SPIDR Home Page
Dispute resolution overview
Arbitration mediation and copyright law for telecommunication s and IT
gopher://marvel.loc.gov/11/global/socsci/family
Mediation and Conflict Resolution
Nolo Home Page
U.S. Institute of Peace - Information on the World Wide Web
United States Institute of Peace - Conflict Resolution Sources
gopher://marvel.loc.gov:70/11/federal/fedinfo/b...
INCORE Front Page (text-only)
gopher://software.bu.edu/11/Things%20You%20Shou...
EDIN
MenWeb - M.E.N. Magazine
Positive Vibrations
New Civilization Network
Whole Systems
Learning Organization
@igc
The WELL

Conflict Resolution on the Internet from Macquarie University in Australia

Macquarie University

Points of interest in Conflict Resolution

- Institute for Global Communications
- Computer - Mediated Communication
- Peace and Conflict
- IANWeb Resources -- Peace and Conflict Resolution
- Information Exchange on Peace Research
- Matsunaga Institute for Peace, University of Hawaii
- Human Rights Centre, University of Essex
- United Nations Information
- Institute for Dispute Resolution

- SSDC, Conflict, Aggression, Violence and War
- Programs in Peace Studies and Conflict Resolution
- Centre for Security Studies and Conflict Resolution
- American Communication Association WWW
- Programs in Peace Studies and Conflict Resolution
- United States Institute of Peace - Conflict Resolution Sources
- ConflictNet Home Page
- Dispute/Conflict Resolution

The Carter Center

- NGO Guide
- The Carter Center HomePage
- Carter Center Programs
- Carter Center Experts Guide
- Carter Center Publications

University of Ulster

- University of Ulster INCORE WWW Service
- INCORE Front Page
- The University of Ulster WWW Server

Search the Internet

- Index
- WebCrawler
- Veronica
- WWW Worm
- WebCrawler
- Lycos 2
- Archie per WWW

Internet Catalogs

- Social Sciences Catalog
- Global Network Navigator
- The 'Whole' Internet Catalog (GNN)
- The Yahoo Catalog
- The W W W Virtual Library
- EINet Catalog

Other Points of Information (Catalogs/Indexes)

- Best of the Web - Contest '94
- Inter-Links Internet Access
- **NCSA:**

  1. Network Starting Points

2. Information Resource Meta - Index

Internet General

- W W W
- Internet Cafeé

---

mwinter@laurel.ocs.mq.edu.au
Peace and Conflict Resolution

Please send your comments to:

- Professor Jock McClellan, EdD., Quinebaug Valley Community-Technical College, Danielson, CT., at QV_McClellan@apollo.commnet.edu.

Go to:

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Literacy Information aNd Communication System

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NIFL Publications	**★NIFL Newsletters★Policy Updates ★Research Papers ★Other publications★ *New to the NIFL's publication list: "The State of Literacy in America"***
Regional & State *LINCS* Web Sites	★Clickable map of four Regional *LINCS* sites and all member states ★Background information on *LINCS* and *LINCS* Regional sites.
Current Events	★News Flashes ★Announcements ★Legislation ★Grants ★Calendar of Events ★NIFL Newsletters.
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Literacy Facts	★Fast Facts on: Literacy ★Correctional Education ★ESOL ★Family Literacy ★Libraries & Literacy ★Literacy & Health ★Literacy & Learning Disabilities ★Literacy and Welfare ★Workplace Literacy ★Equipped for the Future

Directories

- ★NIFL Directory of National and State Literacy Contacts
- ★Internet Directory of Literacy & Adult Education Resources
- ★Directory of LD-related Resources ★ LVA Directory
- ★Links to Other Resources.

National Institute for Literacy
800 Connecticut Avenue, NW.,
Suite 200
Washington, DC 20006
Phone: (202)632-1500
Fax:: (202)632-1512

National Literacy Hotline: **1-800-228-8813**

Send email to NIFL personnel

This page was developed by the team at **NIFL** and **UUcom, Inc**. It was last updated on ***October26, 1998.***

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Welcome to

able Site

The Pennsylvania Department of Education
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- Professional Development Schedule of Events

Bureau of Adult Basic and Literacy Education

Adult basic education programs funded by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, provide a full range of instructional services that address the needs of educationally disadvantaged adults. Funds granted under Section 322 of the federal Adult

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Education Act provide programs of instruction in adult basic education (ABE), English as a Second Language (ESL), and General Educational Development (GED) preparation. Adult Literacy programs funded under State Act 143 of 1986 support adult literacy eduation programs, training for volunteer tutors, outreach and support services. Areas of program emphasis may address the unique needs of various target populations such as adults with learning disabilities or adults upgrading their basic skills for the workplace.

Many documents and forms are offered on ABLEsite in PDF format. You will need Adobe Acrobat Reader to read these files on your computer or print them out. For a free copy of Acrobat Reader, **click below**:

Download Acrobat Reader

Last Updated: November 25, 1998

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Send a Message to the Webmaster
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ERIC

Clearinghouse on
Adult. Career. and Vocational Education

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The ERIC System

ERIC, a national education information network, is part of the National Library of Education, U.S. Department of Education. The goal of ERIC is to identify, select, process, and disseminate information in education. The ERIC system consists of 16 clearinghouses, each serving a specialized field of education; adjunct clearinghouses on specific aspects of education; and support services. ERIC components offer products and services including ERIC Digests, major publications, user products, bibliographies, referrals, and computer searches.

ERIC/ACVE

The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is located at the Center on Education and Training for Employment (CETE), The Ohio State University. Part of the College of Education, CETE's mission is to facilitate the career and occupational preparation and advancement of youth and adults. ERIC/ACVE supports this mission by providing comprehensive information services in these areas:

- Adult and Continuing Education
- Career education, childhood through adult
- Vocational and technical education including employment and training

ERIC/ACVE Services

- Information about the ERIC system and ERIC/ACVE
- Referrals
- Orientations and workshops to help develop skills in using ERIC
- Search services
- Consultation in developing strategies for searching the ERIC database
- World Wide Web site
- Assistance with accessing ERIC through the Internet and WWW

National Library of Education

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
College of Education
The Ohio State University
1900 Kenny Road
Columbus OH 43210-1090
614/292-7069; 800/848-4815 ext 2-7069; FAX: 614/292-1260
ericacve@postbox.acs.ohio-state.edu

THE LITERACY LIST

AN ECLECTIC COLLECTION OF OTHER GOOD WEBSITES

Alan Shaw's Homepage

Alan Shaw, a youth outreach minister in the Dorchester section of Boston, Massachusetts, with a Ph.D. from M.I.T, has developed computer networking software called MUSIC (Multi-User Sessions In Community) which has been used to develop neighborhood-based community networks in Boston, and Newark, New Jersey. He describes MUSIC as "a tool for residents to use in developing local forums and discussions around community concerns, and to organize and manage neighborhood-based programs and social activities (or social constructions)...." His work is an excellent example of how computers can be used to strengthen neglected neighborhoods when they are put in the hands of community residents, who then determine their own needs and work toward meeting them.

- **http://el.www.media.mit.edu/people/acs/**

Archie Willard Homepage

Archie Willard is an adult learner from Cedar Grove, Iowa. On this homepage which he designed you can read about how learned to read as an adult, and you will find some helpful resources for adult dyslexic learners. Archie was also a National Institute for Literacy Leadership Fellow in 1995-1996.

- **http://www.readiowa.org/archiew.html**

ARIS

ARIS is the Australian Adult Basic Education Resource and Information Service. This site includes information about the Certificates in General Education for Adults (CGEA) which "provide a range of educational opportunities for adults wishing to prepare for further study, improve their employment status and enhance their participation in the community. The Certificates allow adults to study for a formal credential which gives them credit for improving their reading, writing, mathematical, oral communication and general education skills. Certificates can be awarded at three levels with the highest level approximating to year 11 of secondary education."

- **http://sunsite.anu.edu.au/language-australia/aris**

Massachusetts Coalition for Adult Education

The Massachusetts Coalition for Adult Education (MCAE) is a professional development and public information organization for adult education in Massachusetts. Each year it holds a state adult education conference called ***Network*,.**

- **http://www.valinet.com/~mcae/**

The SABES Homepage

SABES, the Massachusetts System for Adult Basic Education Support, is the statewide staff and program development service system for adult basic education.

- **http://www.sabes.org/**

Wordsmyth English Dictionary -Thesaurus

http://www.lightlink.com/bobp/wedt

Return to the Literacy List

Updated October 17, 1998 by DJRosen@world.std.com

The Adult Education Teacher's Annotated Webliography

Last Updated: **November 1, 1998**

This collection of Web site reviews, which has now grown to include over 50 Web sites, was begun by adult literacy/basic education/ESOL educators in the Boston area in the Spring of 1996. The reviews have been compiled, edited and updated by David J. Rosen, Director of the Adult Literacy Resource Institute, the Greater Boston Regional Support Center of the Massachusetts System for Adult Basic Education Support. The first reviewers were enrolled in the 1996 Boston Internet Training Project workshops funded by a grant from the Massachusetts Department of Education. Time to produce the original document was made possible by the editor's 1995-1996 fellowship from the National Institute for Literacy. Reviews of Web sites are added periodically, and the Webliography is regularly updated. Additional short reviews by adult education practitioners – from anywhere – may be submitted to the editor at DJRosen@world.std.com [DJRosen@world.std.com].

Website reviews will be found under the following categories:

Student and Teacher Resources

ESOL (ESL)

Adult Secondary Education (GED/EDP)

Project-based Learning

Adult Education Research

Grants Information

and

Other Interesting Sites

Student and Teacher Resources

MetroBoston Community-Wide Education and Information Service (Review 1 of 3)

http://www2.wgbh.org/MBCWEIS/mbcweisHome.html

This is a good resource site. It includes information about many local learning centers in the Greater

Boston area. Not only does it give information about the programs offered in each center, it also gives the history and mission statement of the centers. I would suggest that you read through the possibilities before you click. Then go back and look at the information given in one or another of the local learning centers.

From this site, you can connect to many other resources on the World Wide Web. It was here I discovered the link to lycos, alta vista, et al! (bookmark this one!)

Ellen Dabrieo, SND
Notre Dame Education Center
South Boston, Massachusetts
June, 1996

MetroBoston Community-Wide Education and Information Service (Review 2 of 3)

http://www2.wgbh.org/MBCWEIS/mbcweisHome.html

You can tell that people in the field helped to pull this home page together. I think it is a wonderful resource for teachers. It has basic information on what resources are available to local adult literacy programs and descriptions of each local adult education program in the Boston adult literacy technology collaborative. It has information on how to get learners involved in chats with learners in other programs, and even has curriculum that is ready to go.

One example is the numeracy exercises, which take math beyond the traditional pencil and paper grind. In addition, it has quick reference information on topics which teachers and students use on a daily basis. For example, I went into Boston weather and got a 5-day forecast. I was psyched to see that I could then check the 5-day forecast for anywhere in the world. So, I checked a couple of places.

Clearly this has immediate potential for curriculum development. ESOL students could do a weekly weather report for the class, or research the weather forecast in their own countries and then compare and contrast it with Boston's. I could go on and on about this site. Well worth the trip!

Deirdre Kennedy
Anthony D. Perkins Community Center
Boston, MA
June 12, 1996

MetroBoston Community-Wide Education and Information Service (Review 3 of 3)

http://www2.wgbh.org/MBCWEIS/mbcweisHome.html

This home page seems to be an elaborate and extensive list of community-based information networks and resources. In the **Resources** category, I checked into *immigration information*. This is an "award winning site" and indeed there was a plethora of interesting, useful and important information. For example, one category display gave up-to-date information on how to "vote smart" regarding immigration issues. Others covered legal status, work permits and visas; information pertinent to emigres from Bosnia-Herzegovina, and actual immigration forms.

In the **Links to Services** category I checked into *Boston weather* (convenient) and *Job search* help Globe . The Job Search Help was really impressive. I will never use the newspaper again! ; -) Not only was it easier to read than small newspaper print ads, but the job categories are much more narrowly defined. You can search for a job under categories from 'architecture' to 'waste management.' It is updated every Monday.

There seems to be tons of useful information at this site. I feel I have only skimmed the surface.

Julie McConville
International Institute of Boston
Boston, MA
June 7, 1996

Massachusetts One-Stop Career Center Network

http://www.masscareers.state.ma.us/

The **Massachusetts One-Stop Career Center Network** proposes a state-of-the-art doorway to employment and job training services. Since most of the Career Centers have been set up just recently, not all of their services are up and running yet. On the network's homepage, there are four broad categories: one tells you who they are, and the other three are services they provide for individuals, employers and training providers. The **Services for Individuals** and **Services for Employers** links are currently working, but the link for **Services for Training Providers** (as of 6/10/96) was still under construction. There is also a **Feedback** link as the Career Centers are supposed to be customer-satisfaction driven.

Under **Services for Individuals,** links can be made to **job banks** (One-Stop Career Center Bank, Internet Job Banks and Business Job Banks), **Education and Training,** and **Labor Marker Information.**

Under **Services for Employers** two of the four links (Labor Marker Information and Find a Career Center) are also provided under other categories. The other two links are **Link Your Site to Us** and **Talent Bank,** which (as of 6/10/96) was still under construction.

Under **Who We Are,** background information about the development of the One-Stops as well as current One-Stop news (though there is no news yet) are provided. Under **Where We Are,** a career center can be found by selecting a region on the map.

The information available on this site could be very useful to students, teachers, career counselors and job developers in Massachusetts. And it is very user-friendly. For example: to search for a job in the job banks, you can simply search by a key word of a job title or position and (if you wish) specify the preferred part of the state. Then a report of the number of jobs found is presented in a chart which lists the jobs' posting number, title, location and salary. To narrow the search further, you can specify your educational level. hours per week that you wish to work, job type (permanent, temporary, etc.), hourly or yearly salary desired.

Annie Chin
Asian American Civic Association
Boston, MA
June 10, 1996

O*NET

http://www.doleta.gov/programs/onet/

The O*NET site represents the Occupational Information Network, a database system being developed by the U.S. Department of Labor to replace the ***Dictionary of Occupational Titles*** (DOT). Although the Dictionary will not be online until sometime in '98, this site can be used now because it generates a large number of connections (links) involving workforce development activities and resources.

This site can be used by teachers, counselors, and students because the links provide many useful site connections. There is a wealth of information, but be prepared to spend a good amount of time. It may take awhile to get to the exact information you want, because it is easy to get sidetracked. Set aside a good amount of time for searching; however, when I went there the links connected very quickly.

For example, from the **O*NET** homepage, I scrolled down about three screens and selected (from the left side menu) **Frequently Asked Questions**. From this page (again -- about three screens down), I selected **Visit the Web sites of other key workforce development initiatives**... This connected me to the page, **Links to Related DOL/ETA Workforce Initiatives**, where I found such sites as **America's Job Bank, America's Talent Bank, School to Work,** and **Career Exploration Center** (to name a few). Scrolling to the bottom of the screen, I selected **Career Exploration Center** , which brought me to the new page, **ETA Individuals - Career Exploration**, which provided such topic selections as: **Starting a New Career, Choosing a Career**, and **Jobs By Company**. I selected, **Starting a New Career**. This took me to **Using Resources on the Internet to Plan your Future**, where I found **Internet Job Search**, which listed the topics I had in mind when I started my search. The topics included:

1. Why bother to use the Internet?

2. How the Internet can help.

3. Comprehensive directories.

4. Private Job lists.

5. Newspaper ads.

6. Newsgroup job listings.

7. Search Firms.

8. Resumes.

9. Career advice.

10. Research tools.

Susan Barnard
S.C.A.L.E.
Somerville, MA
October 4, 1997

Maps

http://www2.wgbh.org/MBCWEIS/MAPS.html

This set of links presents teachers and students with a variety of options for studying maps. The user can choose countries around the world, or specific states in the United States to browse and study.

For local information, it is excellent. The site provides maps of the State of Massachusetts and the cities of Boston and Cambridge, including an interactive street map of the Boston area, and a map of the MBTA subway system.

It is a great way for students to learn to read and understand maps and a wonderful tool for helping them learn to get around the local area.

Joyce A. Barney
WAITT House
Boston, MA
May 1996

Immigration Information (for Recent Immigrants and Others)

http://www2.wgbh.org/mbcweis/immigrants.html

This page has links with valuable information for recent immigrants and refugees as well as for others who are interested in immigration issues. Many practical and interesting classroom activities can be generated from these resources.

In this recent anti-immigrant climate, immigrants are often scapegoated for the general failings in society. Myths such as that immigrants are taking all the American jobs and draining the economy can be countered by **The Demographic and Economic Facts.** You and your students can also participate in the **Immigration Opinion Poll** by doing an on-line survey about recent immigration issues in America.

The Immigration Superhighway is especially useful for students with various legal status. This site can be read in English, Spanish and Russian. It provides information on getting a work permit, extending visits, requesting a change of status to become a permanent resident, eligibility for visa issuance in the U.S. and much more.

Annie Chin
Asian American Civic Association
Boston, MA
June 10, 1996

Immigration Inquiry Map

http://www2.wgbh.org/mbcweis/immigrantmap.html

This site presents a student-generated project done by the UMass Medical Center ESOL class It includes a survey for recent immigrants, as well as answers to some of the questions acquired through student research. Because it is student-centered, it is a wonderful place to go to elicit students' thoughts and opinions on immigration. Some sample questions include:

1. What is the Simpson Bill?

2. What are the main reasons people immigrate here?

3. How many people immigrate to the U.S. each year and what countries do they come from?

4. What is the biggest problem for second generation immigrants?

5. What do American citizens think about immigrants?

Students using this site are not only encouraged to explore the survey questions and research presented here, but to add any new questions, responses, or insights they may have. I am looking forward to using this site as an initial *way in* to talking about immigration with my beginning level ABE students and to eventually having them follow up with their own research.

Wendy Hagan
Asian American Civic Association
Boston , MA
October 4, 1997

Kathy's Resources on Parenting, Domestic Violence, Abuse, Trauma & Dissociation

http://www.mcs.net/~kathyw/home.html

This site has a wealth of information concerning domestic violence, abuse, rape and assault where children or adults may be victims. Included are: links to domestic abuse hotlines, signs of abuse, abuse-related resources, sexual and domestic abuse, a survivor's page, and a section on male perspectives, with resources for abusers and victims who wish to break the cycle of abuse.

(Note: this site can be accessed from the MBCWEIS Homepage . Begin with **Resources for Teachers of Adults.** Scroll down to the section on domestic violence and abuse. Under **Essential Information and Resources,** click on **Information on Abuse, Assault, Rape, and Domestic Violence.** Scroll down to **Abuse, Assault, and Domestic Violence Resources.** Click on **Abuse Resources.**)

Richard Goldberg
Asian American Civic Association

Boston, MA
June 1, 1996

Collected Visions

http://cvisions.nyu.edu

Collected Visions is a collaborative project which uses family snapshots collected from over 300 people to explore how family photographs have shaped our memories.

Users can search an on-line database of over 500 photographs by choosing from the following categories:

What is the time period of the photograph?

Who are the subjects in the photo?

If the subject is children, what are the ages of the children in the photo?

What is the photo of?

Where was the photo taken?

Either one or a number of photos appear on the screen and the user can choose and create a photo montage. Space is provided to write an essay about the photo(s). The user's written essay can then be checked/compared with the information originally submitted with the photo. The final product is a "photo essay" where the user has chosen the photos, written a text and chosen the format - image size, background color, text color, etc.

Additionally, users are invited to submit family snapshots to the project for "publication" in the database. It is this aspect of **Collected Visions** that appeals to me as a way of introducing the students I currently teach to computers and the Internet. Few, if any, are computer literate, and we do not have access to computers in our program at the moment. By having them first write in class about photos; then, if they choose to, submit their writings to the online project; and then introducing them to the project on the computer (probably at the public library), we can accomplish a number of objectives.

Joan Frutkoff
Jewish Vocational Services
Boston, MA
June 5, 1996

Education Teachers' Place

http://forum.swarthmore.edu/teachers/adult.ed

The Adult Education Teachers' Place provides teachers of GED-Math programs with information concerning the basics of a regular GED test, its challenges, how to overcome them and ways to provide the students with skills that will be useful to them beyond the GED test.

The first way the web site provides this information is through articles written by teachers with experience specific to GED-Math education. Within each of these articles, the author looks at one of the topics and provides the reader with personal experiences. They then suggest how to improve the teaching quality, and address questions that often come up concerning the use of different techniques, such as calculators and word problems. Further on in the series of articles, they discuss numeracy, its meaning and uses. In other words, they help a teacher to plan class activities which relate math to everyday uses math more interesting by relating math to the students' own lives beyond the GED.

Each article contains a suggested reading list, through which teachers can find further articles on the topic. Then the website also provides further group distribution links for groups and councils that delve deeper into the aspects of teaching GED skills.

This website is a sub-site of the Teachers' Place, which is also a good resource for activities within the classroom dealing with Math and its uses. They update the site with a daily math problem which provides students of all ages with a fun challenge. Further, there are fun math learning skills and curriculum, and suggestions for any software that might assist teachers in planning a lesson.

I found this site to be very helpful in answering questions I've had surrounding challenging areas. It has connections to useful sites and resources, as well as provided ways to make math fun for any age, K-Adult.

Christine M. Luth
Project Hope
Boston, MA
October 4, 1997

Family Math Homepage

http://theory.lcs.mit.edu/~emjordan/famMath.html

This site is for math and family literacy teachers. It was set up by the University of California at Berkeley, and provides an overview of the school's family math project. The site includes back issues of a "Family Math" newspaper. It also offers a wide array of activities and games to promote collaborative learning among students.

Margaret McPartland
Jackson/Mann Community Center and RCC Prep
Boston, MA
June 6, 1996

The Numeracy Homepage – Pizza Math

http://www2.wgbh.org/mbcweis/ltc/clc/numintro.html##activities

Pizza Math is a fun, interactive math activity which lends itself nicely to follow-up discussion. Students design their own "virtual pizzas" by selecting among humorous choices of toppings, sizes, and categories. Because prices and pictures of the toppings choices are not included on the menu,

Connecting you to:
Pre-GED & GED
Workplace Basic Skills
High School Equivalency

PBS

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PeerLit

search for peer-reviewed instructional Web sites

GED Links

connect to essential GED information

LitLinker Forum

interact with notable people in adult literacy

What's New

read the latest LiteracyLink news

Celebrate Literacy 98

learn about literacy month and see how improving literacy skills can make a difference

Other Resources

discover additional literacy resources

Announcements

CONTEST! Do you have a talent for coming up with catchy names, phrases or titles? If so, then you are just the person we're looking for to name our new GED preparation series! The winner will receive a complete set of either the new GED series OR, the "Workplace Essential Skills" series.

Meet Toni Cordell-Seiple, who at age 47, Toni roller skated from California to Florida to focus media attention on literacy problems. From November 2-22 we invited you to ask her questions about literacy or her literacy tour "Rollin' For Readin." Be sure to check out the answers to your questions .

Check out these upcoming Live Satellite Events:

- Literacy and Learning Disabilities:Teaching Literacy to Adults with Learning Disabilities
- Literacy and Learning Disabilities:Assessing and Accommodating Adults with Learning Disabilities
- Achieving Learner Goals:Video Technology in Adult Education

Do you have questions or comments about LiteracyLink? Please send email to literacy@pbs.org.

LiteracyLink is a partnership of:

PBS

National Center on Adult Literacy

KET

The Kentucky Network

Kentucky Department of Education

This project is funded in whole, or in part, by the Star Schools Program of the USDE under contract #R203D60001.

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Pennsylvania Association for Adult Continuing Education
PO Box 3796, Harrisburg, PA 17105-3796

Welcome to PAACE

A professional organization for adult and continuing education practitioners in Pennsylvania

Mission / History / Membership / Program Divisions / PAACE Details / Forms / Conferences / Useful Links

Mission

PAACE is a non-profit educational association whose mission is to enable its diverse members to help adults achieve lifelong educational goals and to represent its members by exercising leadership at the local, state and national levels. Consequently, PAACE advocates a learning society as vital to an improving and sustainable quality of life for its state regions, commonwealth, and nation. PAACE annually recognizes an outstanding adult educator and outstanding adult students from basic and higher education.

History

PAACE was created in 1978 and now serves nearly 1000 members. PAACE is the only statewide professional organization in Pennsylvania which serves as an advocate for adult and continuing education. The membership includes professionals and volunteers from all aspects of adult continuing education, that is adult basic and general education, English as a second language, continuing higher education, literacy education, and workforce development. These cohort groups are the basis for the association's programming structure with each group having its program division director on the board of directors.

Membership

Member benefits include:

- ✓ discounted fee for the Annual Adult Education Mid-Winter Conference
- ✓ PAACE quarterly Newsletter
- ✓ The Journal of Lifelong Learning
- ✓ PAACE member directory
- ✓ membership in a program division
- ✓ membership in a geographic regional group
- ✓ membership in PAACE-Talk, the ListServe for PAACE members only
- ✓ opportunity for involvement in the advocacy, professional development, and leadership activities of the organization

HERE'S A REAL BARGAIN FROM PAACE!!

LIFE MEMBERSHIP for only $250. Not only are you immune from dues increases, but after 9 years as a LIFE MEMBER you save money! You receive all membership benefits FOR LIFE and never worry about paying dues.

Click here for the Membership Application form.

Subscribe to PAACE-Talk, a discussion listserv for members, by sending e-mail to clh4@psu.edu.

Program Divisions

Become active in the PAACE program division that interests you most and contribute to the future of the profession.
PAACE program divisions include:

ADULT BASIC AND SECONDARY EDUCATION This division seeks to respond to the professional development needs of all members who primary interest is adult basic education and GED instruction. Content, curriculum, instructional methods, instructional media distance education, support groups, and target populations (business/industry, corrections, special needs, and others) are focal points of the group.

CONTINUING HIGHER EDUCATION This division represents academic, instructional and administrative service professional from Pennsylvania colleges and universities who are engaged in the preparation, presentation, delivery, and evaluation of courses and programs in continuing higher education; in addition to ongoing research which furthers understanding about the adult learner and teaching and learning processes and practices which influence effective learning among adults. The division encourages members with specialized interests to organize within the group in such areas as instructional design and alternative delivery of instruction, including distance learning; counseling and advising; marketing and communications; business/ industry; corrections; armed services; and others. In addition, the section encourages collaboration among members with special interests as chief advocates/service providers of adult students within institutions of higher education whose primary missions focus on traditional students.

TUTORS OF LITERACY IN THE COMMONWEALTH (TLC) Established in 1981 as a special interest division of PAACE, TLC is the statewide organization of adult literacy providers. The members share a common mission—that of providing one-on-one or small group literacy instruction to adults in our state through a network of trained volunteer tutors. TLC supports this mission by providing meetings, conferences, networking, and training throughout the state.

ENGLISH AS A SECOND LANGUAGE (ESL) The primary focus of this division is to act as an advocate for ESL instruction within the larger context of adult education. In addition to presentations at the Mid-Winter Conference, staff development activities are offered throughout the year. The ESL section offers networking opportunities for members and acts as a resource for all new practitioners entering the field.

WORKFORCE DEVELOPMENT The mission of the Workforce Development is to promote, encourage, and provide for the development of adult occupational and vocational education within the Commonwealth. The Division represents service professionals from business and industry who are engaged in the preparation, delivery and evaluation of programs in a business or industry setting. The Division focuses on maintaining a collaborative network of professionals who help each other in solving training needs. The Division provides them with information about services available in the educational community to help meet the needs for formalized programs and courses.

FAMILY LITERACY The mission of the Family Literacy Division is "to provide an affiliation for Pennsylvania educators, that promotes Family Literacy Advocacy and the sharing of successful practices through ongoing communication".

PAACE Details

1998 PAACE Board of Directors

PAACE Committees

PAACE Regions

Upcoming Board Meeting Dates and Locations

Board Meeting Minutes

Forms for PAACE Members

Application and Renewal of Membership Form

Travel Reimbursement Request Form

Request for Payment Form

These forms are in Portable Document Format (PDF)
To view and print these forms, you will need the Adobe Acrobat Reader

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Conferences

PAACE MIDWINTER CONFERENCE

Hershey Lodge & Convention Center Hershey, PA
February 3-5, 1999

Adult Continuing Education—Coming of Age

This year's conference theme, Adult Continuing Education — Coming of Age, celebrates PAACE's 21st birthday as an statewide association. PAACE has truly "come of age" as an association in the past two decades, building connections among professionals from various aspects of adult continuing education and supporting professional development and growth for all its members. As PAACE has grown, so has the depth and breadth of adult continuing education services in Pennsylvania. The PAACE Midwinter Conference Committee invites proposals that celebrate this growth as well as challenges that encourage greater growth and development in the future.

➡ The 2nd Annual ESL Learner Showcase information

➡ Conference Registration Form

➡ Hotel Registration Form

These forms are in Portable Document Format (PDF).
To view and print these forms, you will need the Adobe Acrobat Reader.

[redacted]

Useful Links

● Pennsylvania Dept of Education	● ABLE Site
● US Department of Education	● ABLE Net
● General Educational Development (GED) Testing Service	● AAACE
● PAACE Journal of Lifelong Learning	● ERIC Clearinghouse on Adult, Career & Vocational Education

Return to the top

Comments and questions about this site should be addressed to Angelic Parrett, ABLENET Webmaster, at aparrett@eagle.lhup.edu.

Selected Welfare Reform Related Data

The Welfare Information Network

This statistical reference guide is organized by type of data:

- Welfare Caseloads and Recipient Characteristics
- Welfare Expenditures
- Demographic Data
- Child Well-Being Statistics
- Income and Poverty Statistics
- Child Care Statistics
- Child Welfare/Abuse and Neglect/Foster Care Statistics
- Employment and Labor Market Statistics
- Health Related Statistics
- Teens and Related Statistics
- Statistics on Violence
- Other

Resources with statistics also can be found on the relevant program and management issue area web pages at this site.

Welfare Caseloads and Recipient Characteristics

The Decline of Welfare in Wisconsin, Institute for Research on PovertyDiscussion Paper no. 1164-98

The State of Welfare Caseloads in America's Cities, Brookings Center on Urban and Metropolitan Policy, May 11, 1998.

USDHHS. Indicators of Welfare Dependence. Annual Report to Congress, October 1997, refer to www.aspe.hhs.gov/hsp/indicator/front.htm.

U.S. Welfare Caseloads Information, Adminstration for Children and Families, HHS

STATE SPENDING UNDER THE NEW WELFARE REFORM LAW

AID TO FAMILIES WITH DEPENDENT CHILDREN-Characteristics and Financial Circumstances of AFDC Recipients FY 1995

Change in Welfare Caseloads Since Enactment Of the New Welfare Law, Updated: July 1997, Administration for Children and Families, HHS

Temporary Assistance for Needy Families (TANF) TANF 2-Parent Families as percentage of total families on Welfare by State (May 1997)

Number of Recipients on Welfare Since 1960

Percentage of the US Population on Welfare Since 1960

Aid to Families with Dependent Children (AFDC), Temporary Assistance for Needy Families (TANF) 1960-1996

ACF: State-by-State Change in Welfare Caseloads Since 1993

AFDC/TANF Flash Report Subscribers

Urban Institute's Profile of Disability Among AFDC Families

Explaining the Recent Decline in Welfare Caseloads: Is the Council of Economic Advisers Right? by Alberto Martini Michael Wiseman, July 1997

Welfare Caseloads by State

*Welfare Reform: Trends in the Number of Families Receiving AFDC and TANF, U.S. Congressional Research Service Report No. 98-629 EPW, Updated August 21, 1998. Contact your member of Congress for a copy.

State Spending Under the New Welfare Reform Law, ACF, DHHS, Feb. 6, 1998

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Bureau of Justice Statistics

Other

Rural Housing Service Data

Statistical Assessment Service

Employment Policy Foundation: **Administrative Data and Economic Data**

If you have any question, comments, or additions contact April Kaplan akap@welfareinfo.org

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The Welfare Law Center works with and on the behalf of poor people to ensure that adequate income support -- public funding provided on the basis of need -- is available whenever and to the extent necessary to meet basic needs and foster healthy human and family development.

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- Welfare in the Courts
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  - Welfare Law Center Presents James C. Corman Award to Dr. Wendell E. Primus *NEW!! 11/17/98*
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  - Publications List
- Other Noteworthy Resources
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- Welfare Reform and its Impact in the Nation and New York 8/98

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Welcome to Anson Green's Adult Education and Literacy Web Page

Home Of The Hot Student Generated Webpage MUJER *Created By The Culebra Moms of San Antonio, Texas*

It was a Sizzlin' Summer Down Here in San Antonio!

Check out These: ***Sizzlin' Links***

Brand New! **La COCINA de Vida: A Welfare to Work curriculum project being created by my JOBS students.**

Updated! **MUJER: The Homepage Created by My JOBS Class**
Sizzlin' Links
Coming! **The Project FORWARD Initiative**
Project-based Learning: What is it?
New! **Classroom Reading List Including Information on Sapphire's Push**
Articles By Anson M. Green
Who is Anson M. Green?

➡ **My students, Cindy, Margarita, and Linda contributed to my new article on project-based learning in the latest (June 98) issue of "Focus on Basics" (World Education / NCSALL). Please visit it online and read their "Student Stories." We would love your comments. Cindy contributed the artwork that appears in the hardcopy version available from World Education. They're very proud!**

Mail is Welcome!

You are visitor number

This page was last updated on 10/20/98

~This page was created, published, and is maintained by Anson M. Green and his incredibly patient wife Barbara.~

Anson Green's Reading List

Below is a list of some of the books I've had success with in my J.O.B.S. class.

Literature

Push--Sapphire:

This is the one. Push provides a penetrating, explicit and uncensored look into the life of an adult learner struggling against a darkly oppressive environment. The story is as essential for adult educators as it is challenging; a must for the altruistic.

I'm presently (8/27/98) reading this book with my class, and it has made a noticeable impact on our class community. Please contact me if you would like to chat about the book, its implications for adult education or student reactions to the text.

Interested? A fantastic, critical and lengthy (10 pages!) review appears in the current issue of Adult Basic Education (Volume 8 Number 1). My thanks to the authors, Elisabeth Hayes and Sondra Cuban (University of Wisconsin-Madison), for their dedication to this book. Unfortunately, the publication is not online. For online reviews visit.

Sapphire interviewed on NPR's Talk of the Nation (June 26, 1996) (Real Audio Needed)

SAPPHIRE INTERVIEWED BY LISA MILLER

S. Claire King : Review of Push

Push Reviewed by Lisa Miller

Vintage Books Reading Group Center: Push

I will post my students' reactions to the text soon.

Others books in our classroom:

- Woman Hollering Creek--Sandra Cisneros
- The House on Mango Street-- "
- The Women of Brewster Place--Gloria Naylor
- A Night Without Armor--Jewel
- I Know Why The Caged Bird Sings--Maya Angelou
- The Women and the Men--Nikki Giovanni
- American Negro Poetry--Arna Bontemps
- You Can't Keep a Good Woman Down--Alice Walker
- The Bluest Eye--Toni Morrison
- If I Had My Life to Live Over, I Would Pick More Daisies: Sandra Haldemen Martz

Self Help/Womens' Issues

- Full Esteem Ahead– Diane Loomans
- No Fairy Godmothers No Magic Wands! The Process after Rape–Judith H. Kats
- Choices: Women Speak Out About Abortion–Anna Quindlen
- Pulling Our Own String-Feminist Humor & Satire–Gloria Kaufman and Mary Kay Blakely
- Our Bodies, Ourselves for the New Century-A Book by and for Women–The Boston Women's Health Book Collective.
- Recovering From Rape–Linda E. Ledray

Parenting

- A Child Is Born– Nilsson
- Homework Without Tears–Lee Canter and Lee Hausner
- The Art of Talking with Your Teenager–Paul W. Swets
- How to Talk to Your Kids About Really Important Things–Charles Schaefer and Theresa Foy DiGeronimo.
- Single Pregnancy, Single Parent–Keri Bowers
- Parenting a Child with ADHD–Nancy Boyles and Darlene Contandino
- What to Eat When You're Expecting–Arlene Eisenberg, Heide Murkoff and Sandee Hathaway.
- Your Baby and Child–Penelope Leach
- Life's Little Treasure Book-On Mothers– H. Jackson Brown
- What Should I Tell the Kids?-A Parent Guide to Real Problems In the Real World–Ava L. Siegler
- Discipline Without Shouting or Speaking Practice Solutions to the Most Common Behaviors Problems–Jerry Wyckoff, Barbara C. Unell
- The Time-out Prescription-A Parent's Guide to Positive and Loving Discipline–Donna G. Corwin
- Balancing Women-Time Management and Self-esteem for Women–Alison Mulveney-Smith
- The Daycare Kit-A Parents Guide to Finding Quality Childcare–Deborah Spaide
- Raising Safe Kids in an Unsafe World–Jan Wagner
- Growing and Changing-A Handbook for Preteens–Kathy McCoy and Charles Wibbelsman
- A Sigh of Relief- The First-Aid Handbook for Childhood Emergencies
- You Can Do it! How To Boost Your Child's Achievement in School–Michael E. Bernard.

Despite their regretable title, the "Idiot Guides" provide a a wealth of fine, easily readable materials very adaptable for the adult education class. Along with clear prose on topics sometimes difficult to address in class, these books provide a wealth of materials, including self-tests and cartoons, that allow students enjoyable access to crucial information.

- The Complete Idiot's Guide to-Single Parenting--Sara Dalaney
- The Complete Idiot's Guide to-Assertiveness--Jeff Davidson
- The Complete Idiot's Guide to-A Healthy Relationship--Judy Kuriansky
- The Complete Idiot's Guide to-Breaking Bad Habits--Suzanne LeVert And Gary McClain

Workplace

- Work Would Be Great If It Weren't For The People--Ronna Lichtenberg

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NCSALL

National Center for the Study of Adult Learning and Literacy

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World Education
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Boston, MA 02210
(617) 482-9485

The National Center for the Study of Adult Learning and Literacy (NCSALL, pronounced *nick-saul*) is a collaborative effort between the Harvard University Graduate School of Education and World Education. The Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University are NCSALL's partners. One more partner in the Midwest will be added in the future. The goal of NCSALL is to help the field of adult basic education define a comprehensive research agenda; to pursue basic and applied research under that agenda; to build partnerships between researchers and practitioners; and to disseminate research and best practices to practitioners, scholars, and policy makers. NCSALL is funded by the U.S. Department of Education through its Office of Educational Research and Improvement (OERI) and OERI's National Institute for Postsecondary Education, Libraries, and Lifelong Learning (PLLI).

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Longitudinal Study
- Memo on Longitudinal Study
- *Options for a NCSALL Longitudinal Study: First Draft*
- Feedback Form for the Longitudinal Study Draft Paper

Staff Development Research Agenda
- Summary of Initial Input From the ABE Field

▶Publications

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New Issue - CHANGE

Review of Adult Learning and Literacy

- ▶Practitioner Dissemination & Research Network
- ▶Speaker Series
- ▶Scholarships for Doctoral Study
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- ▶Links to Other Adult Learning and Literacy Sites

We would welcome comments or suggestions on this web site. Please e-mail us at ncsall@hugse1.harvard.edu.
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